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ABSTRACT

The school library has a specialized function in that its collection and services support the curriculum for learning and the improvement of the instructional process; school librarians, properly designated the teacher-librarians, require special skills and training because, besides performing traditional librarian functions, they must also be teachers, informed about the curriculum and the teaching process. This handbook, intended for such 'teacher-librarians' in British Columbia, provides chapters on the role itself, support staff, school library policy, effective use of facilities and equipment, evaluation of school library services, learning resources inventory, selection, acquisition, and organization of learning resources, and circulation and security procedures. Appendices include selection tools for print and nonprint materials, periodicals and indexes; sources of vertical file information materials; subject headings for Canada and British Columbia; a sample policy for the selection of learning resources; an annotated bibliography; and a list of relevant addresses. An index is also provided. (JD)

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# Sources and Resources

## A Handbook for Teacher–Librarians in British Columbia

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Peter Northover

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Ministry of Education
Victoria, B.C., 1978

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Note: For access to information on all titles mentioned in the text of this handbook, consult the Index; for addresses see Appendix G.

## THE TEACHER-LIBRARIAN

### A Current Concept

Traditionally, a library has been thought of as a repository for books, and a librarian as one who catalogues and circulates the books. That may still be the usual conception in the minds of many.

The library has undergone a transformation in recent years. It now may contain musical and artistic materials, as well as films, filmstrips, videotapes, audio tapes, and other items; and the hardware required to use these. The library has become a resources centre. This applies to most libraries, not only school libraries.

The School Library has a specialized function in that its collection and services support the curriculum for learning and the improvement of the instructional process.

The school librarian, properly designated the Teacher-Librarian, requires special training and skills because, besides performing the ordinary functions of a librarian, he/she must be also a teacher, informed about curriculum and the teaching process. He/she must be able to speak to a teacher on equal terms, capable of giving that kind of assistance and making that kind of recommendation that will be helpful to a teacher in planning the instructional program.

It is in this context that the term "teacher-librarian" is used throughout this handbook.

# Ministerial Statement of Library Policy

# A MINISTERIAL STATEMENT OF LIBRARY POLICY

The concept of the library as central to the educational process in the elementary and secondary school has gained acceptance since the emphasis in education has gravitated towards the individualization of instruction and towards the development of research skills. Libraries have been enlarged, have acquired increased print and nonprint stocks, have developed better methods for extending the influence of the library throughout the school, and have been staffed, in general, by better qualified teacher-librarians than formerly.

These gains came about largely through the impetus given to school library development by the *Survey of British Columbia School Libraries* (the so-called Levirs Report) published by the Department of Education in 1964, and by *Personalizing Learning*, the unofficial but influential study prepared by John Church in 1969 for the Educational Research Institute of British Columbia. The effect of these reports has been reinforced by the recommendations of teacher-librarians, usually operating through their professional association, the B.C. School Librarians' Association.

Individual School Boards have authorized improvements in school library service acting on their own initiatives in the absence of up-to-date guidance from the Ministry of Education. The Ministry believes that there is need for a new official statement of provincial library policy and practice to give guidance to school boards, district superintendents, principals, teacher-librarians and teachers; that is to say, to all those directly concerned with the progressive development of school libraries. The position of the Ministry will be subsumed under the headings: the Responsibility of the Ministry; the Responsibility of School Boards; the responsibilities of others engaged in library development; Space, Staffing and Collections; District Resource Centres; and Specific Considerations and Comments.

## A. The Responsibility of the Ministry

It is incumbent upon the Ministry:

(1) To provide a current Library Handbook that will set forth the general guidelines within which school libraries will operate.

(2) To establish within general terms the standards for stocking libraries, both print and nonprint; for indicating the space desired; for staffing the school libraries both quantitatively and qualitively.

(3) To provide as the need arises Consultative services with the aid of advisory committees representative of the British Columbia School Librarians' Association and the Ministry.

(4) To undertake a periodic review of library policy to ensure that it is consonant with changing economic and social conditions and with prevailing library practice.

## B. The Responsibility of the Board of School Trustees

(1) Under the guidance of the provincial guidelines, to ensure that school libraries are properly constructed and established to perform their function to the best advantage; to ensure that acceptable selection and review procedures and criteria are established and implemented and that school libraries are stocked according to accepted standards with print and nonprint materials; and to ensure that they are staffed with qualified teacher-librarians with sufficient support staff, according to the size of the library, that will allow the teacher-librarian to perform his/her professional function for teachers and students without being burdened by clerical chores.

(2) The annual budgetted amount should maintain the library at current stock position and allow reasonable growth. The information that follows has been collated (1978) from 53 school districts.

| **Elementary School Libraries** | **1976-1977** | **1977-1978** |
|---|---|---|
| Median per capita appropriation: | $10.00 | $10.00 |
| **Secondary School Libraries** | | |
| Median per capita appropriation: | $11.00 | $12.00 |

Some districts had additional appropriations for District Resource Centres. Most (43 of 46 reporting) combined their print and nonprint appropriation. Six districts allowed principals to determine their own library appropriation out of the B3 section of the Budget.

The foregoing information may provide some guidance to School Boards. Figures will have to be modified by the existing state of school libraries within a district and by such contributory influences as inflation and declining enrolments. Declining enrolments should not be used as an excuse to allow libraries to stagnate. New books and other materials will continue to have to be added to keep the library abreast of expanding knowledge.

## C. The Responsibility of the District Superintendent

The District Superintendent of Schools, as an official of the Ministry of Education, shall ensure that the school libraries within his/her jurisdiction are operated according to the policies and practices authorized by the Ministry.

As an executive officer of the Board of School Trustees, the District Superintendent has the responsibility of assuring that the Ministry's library policy and the Board's particular library requirements are made known to the schools, that their rationale is thoroughly comprehended, and that they are then carried into effect. The District Superintendent should be conversant with library practice, shall query dubious procedures, and should give leadership to librarians, administrators and staff in utilizing school libraries in the manner best designed to serve the needs of students and staff. The District Superintendent must also see to it that library practice is coordinated throughout the school district and that total resources are used to the best advantage.

## D. The Responsibility of the Principal

The principal is responsible for implementing Board policy respecting libraries.

Because the principal is in daily contact with his/her school, his/her supervisory responsibilities for the library will be more direct and frequent than those for the District Superintendent. The conscientious principal will satisfy himself/herself that the library budget is being expended wisely and that there is a balance of purchases to meet the needs of the curriculum. School libraries have a unique function in the promotion of learning. It is not unreasonable to assume that books purchased from school funds and placed in school libraries have been selected for legitimate educational reasons and that their use by students has the sanction of someone in authority. Students should be encouraged to take out cards in the public library as much to establish a lifetime attitude towards the use of libraries as to borrow novels and other materials not available in their school library.

Principals should ensure that procedures have been established through which librarians confer with teachers about new materials that are available.

The principal will also ensure that the library is properly operated, that students in the library are being adequately supervised, and that they are obtaining professional advice and assistance from the librarian and library staff.

It is incumbent on the principal, also, to support the librarian in his/her legitimate quest for better facilities and in requests for an adequate but not unreasonable budgetary provision.

## E. The Responsibility of the Classroom Teacher

Each teacher has an essential role to play in the integration of the library into the instructional process. Although many teachers perform this role satisfactorily now, it is still true in some instances that teachers fail to make themselves aware of what the library can offer to the instruction of their subjects. It is desirable that each teacher confer with the librarian sufficiently in advance of projects being assigned to ensure that materials are placed on reserve as necessary. Certain areas of learning, such as the humanities and the social sciences, have traditionally been well represented in school libraries. This coverage should be extended to all subjects. It is the responsibility of the teacher to confer with the librarian about the purchase of materials for his/her discipline to ensure that it is adequately represented.

It is incumbent on the teacher also to make sure that students going to work in the library have assignments that are precisely defined, carefully circumscribed, and within the students' competence to perform. When a teacher takes a class to the library, it is understood that it is his/her responsibility to supervise the class.

## F. The Responsibility of the Teacher-Librarian

The librarian is responsible for the orderly and progressive operation of the library according to accepted library procedures. The librarian must assist students in learning how to use the library, how to ferret out the information they need, how to use periodical indexes, bibliographical data and the like, when appropriate, and, in cooperation with the classroom teacher, to help them analyze a subject critically for research purposes. The librarian must require good library manners which is not to say that regulations will be constrictive and silence worshipped as the supreme virtue. The library should be a workplace where students feel free to use the collection, the catalogue and other resources at will but without licence.

Another important function of the librarian is to ensure that the catalogue is up-to-date and in good order, with subject, author and title cards in place and correctly compiled. If the librarian does not do all the cataloguing, he/she should supervise the work, or order the appropriate pre-processed cards. Classification according to accepted principles is another duty of the librarian as is the maintenance of a complete shelf list. The librarian should have access to necessary adjuncts such as indexes and bibliographies for locating recent or remote information.

The librarian has primary responsibility for the quality and quantity of the collection. He/she should be sufficiently knowledgeable about the curriculum to be able to satisfy himself or herself that all areas of learning taught in the school are adequately represented. To this end, the librarian must work closely with the teachers to elicit their suggestions for the

purchase of materials. To be in a position to make recommendations to teachers and to receive their recommendations, the librarian must have access to reviewing services so that he/she will know what materials are just published or projected.

It is important that the librarian keep in mind the needs of students whose abilities or background or both are such that they are not predisposed to using the library. Traditionally, the library has served the needs of the majority more effectively than it has the needs of those who, for one reason or another, have not found much satisfaction in books. The teacher-librarian, in consultation with learning assistance teachers, remedial teachers, and other teachers with special responsibilities for the atypical learner, has unique opportunities to contribute to the educational development of these students. Encouraging such students to read, to make use of the library in other ways, may call for special strategies including applying personal interest or attention, the acquisition of special materials such as books for the reluctant reader, an even closer liaison between the classroom and the library, and more direction. Most students can develop into independent users of library resources. Some will require continuing professional and moral support.

The librarian may be called upon to supervise the distribution of audio-visual equipment and the software that accompanies it.

The librarian should be sufficiently in the van of current library thinking to inform the principal about equipment or supplies that the library needs or will need in the foreseeable future. The question as to when a school should embark upon the use of microforms,for instance, is one on which the librarian can advise the principal.

The librarian and principal should work as a team in promoting the continuing welfare of the library and in assessing present and future needs. Because of the over-riding responsibility of the principal for his/her school under the Public Schools Act, he/she must be consulted on policy matters, on the improvement of facilities, and on general operational procedures.

The librarian must make sure the circulation procedures are systematic, designed to protect the security of the collection. Suggestions for securing the collection against theft are given in this handbook.

An important responsibility of the librarian is to make provision for a good reference collection. Encyclopaedias must not be allowed to become too out-of-date. Basic reference works should be in sufficient supply and variety to allow students to obtain needed information readily.

It is the responsibility of the librarian to work cooperatively with other teachers in the planning of the instructional program.

Finally, the librarian has a supervisory role in the library. The librarian should expect that teachers will accompany their classes to the library and will undertake supervision then, but there may be, at any given time, a number of students in the library for independent study. It is incumbent on the librarian to ensure that these students have the necessary tools for the job and to encourage them to work productively.

## G. Space, Staffing and Collections

### (1) Space

(a) **General:** It is difficult to be precise about the optimum size of school libraries because circumstances often determine such matters. It is perhaps best to define space in terms of function. This is the approach now being taken by the Division of Facilities Services of the Ministry of Education.
At the moment, the B.C. *School Building Manual* prescribes allowable space for school libraries. Should school districts feel that they have program support for additional space, the Division of Facilities Services will be prepared to review such a request in terms of function.

(b) **Elementary School Libraries:** In elementary schools of three or more teaching areas, a room may be constructed and equipped to serve as a library. The B.C. *School Building Manual* limits the area of an elementary library to 800 square feet for schools enrolling 90 to 359 pupils and to 1300 square feet for schools enrolling 360 to 600 pupils.
The problem in an elementary school library is to provide space for the book shelves, charge desk and other necessary furniture while retaining enough seating space at carrels and tables for the children who will be using the library.

(c) **Secondary School Libraries:** A room specifically designed and equipped for use as a library should be provided in each secondary school of a size as approved by the Division of Facilities Services. The following regulations and recommendations should be observed:
(i) A library workroom should be located immediately adjacent to the library and should be equipped with a sink, work-table, and shelving.
(ii) A partial glass partition between the library and the workroom is advisable for supervision purposes.
(iii) A charging-desk is normally provided, but it is not essential for this to be a built-in feature.

(2) **Staffing**

(a) All persons appointed to be responsible for the operation of school libraries should be qualified in the areas of librarianship and education. A minimum of 12 credit units in librarianship is desirable. The Ministry realizes that these requirements are an ideal to be achieved in the future. It recognizes that, in practical terms, schools at the present time may have to accept as librarians individuals who are not completely trained as both teachers and librarians.

(b) Auxiliary support personnel such as library technicians and aides may be appointed on a paid or voluntary basis to provide technical and clerical assistance under the direct supervision of the teacher-librarian. In the Ministry's opinion, business education classes within the school and student library clubs may also assist in performing library duties. Such help is a function of library integration within the school.

(c) The following table setting forth recommended provision of library staff is for the guidance of school districts. Providing trained staff for schools under 100 pupil enrolment will have to be considered by the District Superintendent of Schools in the light of district staffing priorities. The Ministry limits its recommendations to schools of approximately 1000 pupils. Although additional library staff may be desirable in schools larger than 1000 pupils, it was thought best to leave this determination to the school district themselves.

| Pupils | Teacher-Librarians | Library Aides |
|---|---|---|
| 1 - 100 | | |
| 101 - 400 | .5 - 1 | .5 - 1 |
| 401 - 700 | 1 - 1.5 | 1 - 1.5 |
| 701 - 1000 | 1.5 - 2.0 | 1.5 - 2.0 |

(3) **Collections**

Something has been said above about the nature and balance of collections, but not about size. A general rule of thumb governing the quantity of cataloguable items in an elementary or secondary school library is that the ratio should be **15 such items for each student enrolled**. This is a **minimum** recommendation. There is no recommended maximum size for a library. That will be governed by the availability of funds in relation to priorities.

A simple ratio of 15:1 is not adequate for small schools; otherwise a school of 50 pupils would have to make do with 750 library items. A minimum 1500 library items is recommended for even the smallest school library so that it can perform its function satisfactorily.

Each library should develop a systematic weeding program to rid itself of obsolete, untenable, irrelevant or factually defective books. Some authorities say that 10% of a collection should be replaced or renewed annually. This is a matter for local decision by the librarian depending on the age of the library, former practice as to weeding and the nature of the collection.

## H. District Resource Centres

(1) School districts, alone or together with other school districts, may establish a District Resource Centre to serve the needs of the district(s).

(2) The functions of the District Resource Centre may include:

(a) The supplementing, not replacing, of school collections.

(b) The acquisition and cataloguing of materials for school collections.

(c) The coordination of school library development and operation.

(d) The acquisition and distribution of all learning resources which for reasons of economy or any other reason should be shared amongst two or more schools.

(e) The coordination of school library interaction with other library agencies, regionally and provincially.

(f) The making of arrangements to draw materials, equipment, etc., from provincial resources such as the Provincial Educational Media Centre (PEMC) and the Jericho Hill School's provincial resource centre.

(3) A School Board (or Boards) may appoint a teacher librarian as Director of the District Resource Centre. The Director will be responsible to the Board of School Trustees through the District Superintendent of Schools, and may have the following responsibilities:

(a) To supervise the District Resource Centre.

(b) To cooperate with school administrators and staffs in promoting library and other learning resource services within each school.

(c) To be responsible for the effective operation of school libraries in schools which are judged too small to employ a teacher-librarian.

## I. Specific Considerations and Comments

(1) The official position of the Ministry is to support Canadian authors, publishers and jobbers wherever possible. The Ministry knows that not all necessary books or other learning resources can be bought in Canada, authored by Canadians, nor does it advocate a narrow nationalistic policy. A good library collection should contain titles from a number of countries, not only from North America. It does, however, recommend the guiding principle that where two or more titles are available, roughly equivalent in content and style, where one is Canadian, that the Canadian product be given preference.

(2) School districts and schools should recognize the principle that a school library exists primarily to support the curriculum. Books and other materials for recreational use should not be bought in such quantity as to usurp this function.

(3) The Ministry recommends that paperbacks be regarded as an integral part of library stocks. Increasingly, first editions of fiction and non-fiction are published in paperback.

(4) The question of censorship stemming from the purchase of books and other materials related to sensitive areas of opinion has to be faced squarely by school librarians. Librarians and school officials must recognize that the public school system does not have the right to affront the mores or opinions of citizen groups within the community. A fine line has to be drawn between the purchase of well-ordered books, films, filmstrips and other materials that deal with contentious issues in an objective way and the purchase of items, possibly on the same subject, where style, diction, manner of presentation and content may be objectionable. A well understood set of selection criteria and procedures, and a system of consultation, exchange of advice and review will aid in the making of good judgements and determining where that line is to be drawn.

The Ministry is not saying that the selection of books and other items has to be confined to the bland, conventional and spiritless. It recognizes that young people want books on current themes written in a modern idiom, but it believes that this need can be satisfied without catering to the improprieties of language, subject and situation that often masquerade as realism.

To deal with citizen or parental opposition to any title in the school library, procedures, sanctioned by the school board, should be established. These should require the objector to complete a form setting forth the substance of the objection. This form should then be submitted for recommendation as to action to a District Committee representative of the librarians, the administrators, the trustees, the teachers, and the community, although the size of the committee should be kept within manageable proportions.

(5) The Ministry believes that as the school serves the needs of all students, so the stocks of a school library should reflect this diversity. It is perhaps not unfair to say that school libraries have customarily had an academic orientation. Care should be taken to ensure that all subjects or areas of learning within the school curriculum should be adequately represented in the library. This will draw more teachers to the library for their resources and will assist all students in broadening their horizons. When so stocked, the library will be able to funtion as a source of enrichment for everyone, regardless of his/her interests.

(6) School libraries should be open to serve their clientele at least one half hour before classes begin, throughout the day, including the lunch period, and for at least half an hour after classes end for the day.

(7) School libraries should relate to public libraries, college libraries and university libraries, especially within their catchment area, but also beyond. A system of inter-library loans may be initiated to provide books and other resources not otherwise available to teachers and individual students with special interests. A Union Catalogue is being developed for Universities and Colleges. Large secondary schools might keep in touch with this project even to the extent of associating themselves with it. Interested schools should write the Office for Library Coordination. School libraries should arrange also to borrow films, filmstrips, cassettes and other resources from governmental, community, and industrial agencies, like Health Units, which possess such materials for public use.

(8) School libraries should provide not only materials and services which transmit ideas and experiences but should also provide assistance to students and teachers in the production, organization and use of learning materials.

(9) School boards may enter into agreements with other agencies for the joint construction and operation of a library within a school, subject to the prior approval of the Ministry of Education.

# The Handbook

# CHAPTER I

## THE TEACHER-LIBRARIAN

### A. THE ROLE

In a time of rapid societal change, teachers are faced with the challenge of teaching an increasing variety of skills and concepts to students whose abilities and interests are wide-ranging. This challenge has placed new and strong demands on school libraries, their collections and staff, requiring improved standards pertaining to the collection of materials and the provision of facilities and equipment. However, the mere attainment of these new standards is not the sole criteria for the success of a school library program. Equally important are the personal qualities of the teacher-librarians which can transform their role from that of passive supporters of the curriculum to active partners in the planning and execution of the school's educational program.

To be fully effective, teacher-librarians should be able to

1. Organize materials, equipment and facilities according to the accepted practices as outlined in this handbook.
2. Lead teachers and students towards reaching their potential through the use of these resources by

(a) **Working with other teachers.**

Teacher-librarians are educators who should know not only the methods of teaching, but also those materials that provide the most effective means of implementing those methods. This knowledge enables teacher-librarians to work in planning and developing units of study **with** other teachers, not providing **for** them simply the services and resources requested. Decisions on learning strategies, on the appropriateness of materials, on materials acquisition, and on the integrated use of learning resources, both prescribed and supplementary, require the full participation of the teacher-librarian. An ongoing interest in the progress of the unit and in its evaluation is also important so that useful contributions may be made to the improvement of the total plan or the resources required to ensure its success. Teacher-librarians should also be prepared to work closely with individual classroom teachers in identifying particular skills which may best be taught cooperatively, and willing to organize their time to accommodate this teaching. A flexible library schedule should permit groups and individuals to participate in activities designed to relate directly to specific curricular objectives.

(b) **Providing reading, listening, and viewing guidance.**

Knowledge of the student as an individual is desirable, but such knowledge may be impossible for the teacher-librarian to obtain in any but the smallest schools. This does not prevent guidance being offered, but rather that it only be attempted after consultation, and in cooperation with the classroom teacher. The classroom teacher and the teacher-librarian should share the responsibility for selecting library resources to support specific objectives of the curriculum, keeping in mind that the choice and promotion of such materials should be relevant to the theme of the unit, worthy of the student's time and attention, appropriate in vocabulary, concept and format, with strong student appeal. Guidance, when needed, in the choice of recreational materials should take the form of consultation between the individual student and the teacher-librarian.

(c) **Providing information services.**

Information or reference services are a crucial factor in school library services, and the attitude of the teacher-librarian towards such requests for service can create either a positive or negative view of the school library in the minds of those it purports to serve. The first responsibility of the teacher-librarian is not necessarily to teach teachers or students to find information on their own, for the mere processes of locating materials or of finding information are not always profitable uses of a teacher's and/or student's time; thus, whenever appropriate, the school library staff performs services of this nature for those requiring assistance. This is not to say that no instruction in the finding of materials need be given. However, elaborate programs of teaching "library skills" do little to aid patrons when the need is greatest and may do much to dampen the desire to know. Teaching by example or when the need arises, or in small groups, or when planned in conjunction with the classroom teacher are the most effective activities to promote learning. If an active and direct information service policy is adopted, use must be made of agencies outside the school as additional sources of information. Indeed, librarians may find it necessary to undertake bibliographic searches to fully meet all needs.

3. Implement the basic skills of public relations; namely, successful promotion combined with the capacity to work effectively with people.

The potential value of the school library will only be reached when teacher-librarians have enthusiasm, knowledge, and personal interest, and communicate these to both staff and students. In particular, teacher-librarians should be able to relate to those who do not share their views about the worth of school library services; in such cases, teacher-librarians may find it necessary to place the main emphasis on developing a good working relationship with the teachers concerned, rather than with the students whom they teach, as it is often through the classroom teacher that students develop the need to use learning resources.

A wide variety of communication techniques will be needed, in addition to personal contact, in order to reach both users and non-users. Displays, special programs (such as visits to hear authors or artists), bulletins, media fairs, bibliographies, lectures, demonstrations, media talks, storytelling, puppet shows, and media production are just a few of the ways to promote interest in, and create an awareness of, available services and resources.

Above all, teacher-librarians should be visible, approachable, flexible, and helpful, for it is their attitudes which determine the atmosphere of the school library and which, in turn, determine the attitudes of the users.

4. Manage personal and support staff time in such a way that the maximum amount of time is spent working with teachers and students.
5. Provide in-service programs to teachers in specific areas such as media utilization and research skills.
6. Contribute to other teachers' professional growth by keeping them informed of relevant materials.

## B. CONTINUING EDUCATION

The school library program demands administration by fully qualified teachers for it to be effective. As with any aspect of education, school librarianship is a constantly changing field which requires that teacher-librarians continuously update their knowledge. This section provides basic guidance for such continuing education.

1. **Educational Programs.**

Educational programs for teacher-librarians are available in B.C. at the university level in the School of Librarianship and in Faculties of Education. For full details write for the appropriate calendars. A qualified teacher-librarian in British Columbia is required to possess a teaching certificate recognized by the Ministry of Education.

(a) **Faculty of Education, University of British Columbia.**

i. **Undergraduate Program.**

A school librarianship concentration consists of 9 units at the elementary level, and 12 units at the secondary level. It may be taken as a part of the Bachelor of Education degree, or as a separate program.

ii. **Graduate Program.**

The Department of School Librarianship offers graduate programs leading to the M.A. or the M.Ed. degree. These programs are intended to provide advanced studies for teacher-librarians and district supervisors of school libraries.

The study of school libraries may be combined with work related areas such as reading education, media education or curriculum development.

(b) **School of Librarianship, University of British Columbia.**

The School of Librarianship offers a two-year program for students who hold an acceptable Bachelor's degree. The program leads to the degree of Master of Library Science (M.L.S.). Students already holding a B.L.S. degree may complete the requirements for the Master's degree in one year.

While the program is mainly intended for students enrolled in the School of Librarianship, it is possible for a graduate not enrolled to take an individual course in either winter or summer session, provided permission is obtained from the instructor.

A joint two-year program in librarianship and education is available for graduates who do not have teaching qualifications. The full requirements for the M.L.S. degree and also the requirements for professional certification as a teacher can be met by the selection of appropriate courses over a period of two academic years. This will include participation in student teaching through the Faculty of Education in the spring of each year and course work during the intervening summer session.

More detailed information on courses in both the School of Librianship and the Faculty of Education at the University of British Columbia may be found by consulting the current U.B.C. Calendar available from the Registrar.

(c) **University of Victoria.**

An elementary teaching area in library education is offered, details of which are available from the Director of Admission Services, University of Victoria. The possibility of introducing a joint program that would bring together school library and media education is being investigated.

(d) **Simon Fraser University.**

Simon Fraser University has no program in school librarianship. However, the Educational Media and Children's Literature courses in the Faculty of Education would be of value to teacher-librarians. They may be

taken by part-time students who already possess teaching qualifications.

Another course in media, less directly applicable to school situations, is the Introduction of Communications Media offered by the Communications Department. For further information, write The Registrar at Simon Fraser University.

2. **Sources of Funds.**

Students undertaking study in school library services are eligible for many bursaries and grants that are "open" in the sense that they are not limited to a particular discipline. Information about this type of award may be obtained by consulting university and college calendars. A useful guide is *Awards for Graduate Study and Research*. The National Student Aid Information Centre is also a valuable source of publications on awards and loans.

No special awards for the study of school librarianship exist in British Columbia. However, a few awards are available for students engaged on a Master of Library Science degree. For those working on a school library concentration in the Bachelor of Education program, there is the opportunity to compete for Faculty of Education awards.

Information on bursaries and grants currently being offered follows:

(a) **Faculty of Education, University of British Columbia.**

At the undergraduate level, 46 separate awards are listed by the University Awards Committee. Many of them are of a general nature. For example, 20 bursaries are available for students taking at least 3 units of work in the summer session, preference being given to applicants from more remote parts of the province. Of interest to teacher-librarians are the two annual awards given for outstanding work in the Children's Literature course, Education 341: the Edna Baxter Memorial Fund and the Stella Shopland Memorial Fund.

For graduate students in education, there are teaching fellowships, teaching assistantships and research assistantships. To qualify, a student must have a very good university record and successful experience as an educator.

(b) **School Librarianship, University of British Columbia.**

Most awards are administered by the University Awards Committee, to whom enquiries should be addressed.

The Canadian Library Association sponsors the Elizabeth Dafoe Award and the Howard V. Phalin-World Book Graduate Scholarship in Library Science. The latter is normally given to a student already holding a B.L.S. or M.L.S. who undertakes a program of advanced study.

It should also be noted that a limited number of scholarships and grants-in-aid for study at any accredited library school are offered by the National Research Council of Canada.

(c) **Simon Fraser University**
**University of Victoria**
**Community colleges of British Columbia.**

The above institutions offer a variety of awards, some designated for particular programs and some available for students from any program or department. At the present time there are no awards intended specifically for school librarianship.

(d) **School districts.**

Some districts provide educational leave for additional studies, with a percentage of regular salary paid by the school board. This may be the best opportunity for the funding of continuing education. Enquiries should be directed to the local teacher's association or to the school board office.

3. **In-service Education.**

Local workshops and conferences offer an opportunity for teacher-librarians to learn about new trends or to update their knowledge in specific fields, as well as to meet with others with similar problems and search for solutions in a systematic way. Provincial, national, and international conferences provide an opportunity for further contacts with those in the school library field. Participants in such conferences should be prepared to share their experiences with colleagues within their districts.

4. **Professional organizations.**

Membership in, or contact with, professional organizations can be a useful way of keeping abreast of new developments. The following organizations should be contacted for information regarding their services or programs.

(a) **Provincial.**

Alberta Learning Resources Council

British Columbia Library Association (BCLA)
British Columbia School Librarians' Association (BCSLA)
British Columbia Teachers' Federation Resources Center
Educational Research Institute of British Columbia (ERIBC)
Manitoba School Library Audio-Visual Association (MSLAVA)
New Brunswick School Library Media Council
Newfoundland School Library Association
Nova Scotia School Library Association
Ontario School Library Association
Pacific Instructional Media Association (PIMA)
Prince Edward Island School Library Association
Quebec Association of School Librarians
Saskatchewan Association of Educational Media Specialists (SAEMS)
Yukon Department of Education Library Services Branch.

(b) **National.**
Association for Media and Technology in Canada (AMTEC)
Canada Studies Foundation
Canadian Library Association (CLA)
Canadian School Library Association (CSLA)
National Library of Canada

(c) **International.**
American Association of School Librarians (AASL)
American Library Association (ALA)
Association for Educational Communication and Technology (AECT)
Educational Products Information Exchange Institute (EPIE)
Educational Resources Information Centre (ERIC)
International Association of School Librarianship (IASL)
National Audio-Visual Association (NAVA)

5. **Professional Resources.**

The following periodicals provide useful information to the teacher-librarian. Periodicals whose main use is for the selection of print and nonprint materials will be found in Appendix B.

*The Bookmark*. British Columbia School Librarians' Association. 6 times per year. Free with membership in BCSLA. The newsletter of the BCSLA. Coverage includes developments in the field in B.C., reports from conferences and information about new publications. In-depth articles and bibliographies appear as *Occasional Papers*, while reviews of current materials of relevance in British Columbia are published in *BCSLA Reviews*.

*Media Message*. Association for Media and Technology in Education in Canada. Quarterly. $25 or free with membership in AMTEC. Coverage includes AMTEC news, conference reports, and some information about new materials and equipment.

*Moccasin Telegraph*. Canadian School Library Association. Quarterly. Free with membership in CSLA. Includes articles of national interest as well as some information on professional materials.

*School Media Quarterly*. The American Association of School Librarians. Quarterly. $15 per year. Informative articles plus some lengthy critical reviews, mainly of professional selection materials. Order direct.

*Top of the News*. Association for Library Service to Children and Young Adult Services Division of the American Library Association. Quarterly. $16.50. Contains general interest articles, notes on new publications, and critical reviews of new professional periodicals.

## CHAPTER II

## SUPPORT STAFF

Depending upon district staffing policy, size, or program of the school, many school libraries now use a variety of support staff. As mentioned previously, it is the human component which determines a successful school library program. It then follows that the more available for direct communication is the teacher-librarian, the more effective the services provided. Therefore, in order to free the teacher-librarian from routine clerical duties, it is necessary that adequate support staff, paid and/or voluntary, be available. Their duties can vary tremendously according to individual circumstances. Many districts and/or individual schools have produced job descriptions applicable to their particular situation. Representative samples of job descriptions follow.

### A. JOB DESCRIPTIONS

1. **Library Technician.**

(a) **Function.**

This is moderately complex work of a technical nature. A library technician requires technical training but is not involved in the teaching process. Employees of this class, under the general supervision of the teacher-librarian, provide circulation services, reference services, technical services, and perform routine office procedures. The function of the library technician is to perform in a supportive capacity to the teacher-librarian.

(b) **Duties and responsibilities.**

It should be noted that some of the duties performed by this class may be performed by other categories of aides or clerical employees.

i. Circulation services
- — set up and maintain a circulation file
- — discharge learning resources
- — photocopy
- — assist in the search for learning resources and in the preparation of bibliographic forms necessary to obtain the items;

ii. Reference services
- — answer basic reference questions
- — assist the teacher-librarian in the preparation of research bibliographies
- — co-operate with other libraries to obtain information not available from the school's collection;

iii. Technical services

Cataloguing
- — assist the teacher-librarian in the preparation of original cataloguing
- — prepare catalogue cards
- — maintain card catalogue and various authority files
- — perform bibliographic searches;

Acquisitions
- — assist in the preparation of orders by searching catalogues to determine the work's availablility and price
- — maintain order files
- — check learning resources on arrival;

Periodicals
- — maintain a periodical check-in file
- — route materials to interested staff members
- — prepare binding records;

iv. Office procedures
- — type
- — maintain correspondence files with publishers and jobbers
- — operate simple duplicating equipment.

(c) **Equipment used.**

Typewriter, calculator, card sorter, paper cutter, duplicator, photocopier, microform reader/printer, and all audio-visual equipment.

(d) **Direction of others.**

May give instruction and direction to other support staff.

(e) **Required knowledge, abilities and skills.**

— ability to work harmoniously with the school library staff, teachers and students
— ability to understand and follow oral and written directions
— ability to perform clerical duties
— willingness to develop, in addition to technical training, on-the-job familiarity, knowledge, ability, and skills which will be most beneficial to students, the school and the educational system.

(f) **Desirable training and experience.**

Secondary school graduation, supplemented by specialized courses applicable to the work situation; a certificate or diploma as a library technician from a recognized college.

2. **Media Technician.**

(a) **Function.**

This is moderately complex work of a technical nature. A media technician requires technical training but is not involved in the teaching process. Employees of this class, under the general supervision of the teacher-librarian, provide technical services, repair services, and user services. The function of the media technician is to perform in a supportive capacity to the teacher-librarian.

(b) **Duties and responsibilities.**

— design and produce graphic, photographic, video, and audio, learning resources and displays, to conform to requests and instructions from both teacher-librarians and classroom teachers
— assist in planning, preparing, and producing, learning resources by providing technical guidance and assistance
— maintain and make minor repairs on learning resources and equipment
— provide advice regarding equipment replacement, run tests, and draw up specifications for new equipment in co-operation with the professional staff, so that all equipment will meet educational requirements
— operate and demonstrate a variety of audio-visual equipment and electronic devices used in the instructional program.

(c) **Equipment used.**

Film projector and viewer, screen, audio and video tape recorder, splicer, editor, record player, laminator, transparency maker, duplicator, microform reader/printer, photocopier, drymount press, camera lighting equipment.

(d) **Direction of others.**

May give instruction and direction to other support staff.

(e) **Required knowledge, abilities and skills.**

— ability to work harmoniously with the library staff, teachers and students
— ability to understand and follow oral and written instructions
— ability to prepare and produce graphic and/or photographic material for projection or other means of display
— ability to prepare and produce audio and video tapes, service audio and video equipment, and provide technical assistance to teachers and students.

(f) **Desirable training and experience.**

Secondary school graduation, supplemented by specialized courses applicable to the work situation; a certificate or diploma as a media technician from a recognized college.

3. **Aide.**

(a) **Function.**

This is clerical and manual work performed in the school library. An aide requires no formal training as the routine procedures and policies can be learned on the job with training and experience. Employees of this class, under the supervision or direction of specialized personnel, perform the established functions required for the operation of a school library.

Although the duties are many and varied, they follow set routines.

(b) **Duties and responsibilities**

— perform routines for the acquisition, processing, and repair of learning resources
— type requisitions, check invoices, process materials, and stock shelves, according to established systems
— type catalogue cards, book cards, stencils, correspondence, and miscellaneous material, relating to the school library function
— reproduce materials on copying machine

— asisst in the charging in and out of learning resources
— assist, advise, and direct students to where appropriate material can be found
— perform related school library duties, e.g., shelving, shelf-reading, the writing of "overdue" notices, in order to maintain an efficient system.

(c) **Equipment used.**
Telephone, photocopier, duplicator, typewriter, calculator, audio-visual equipment.

(d) **Required knowledge, ability and skills.**
— ability to maintain harmonious relations with day to day contacts
— ability to understand and follow oral and written directions
— ability to develop, through on-the-job training and experience, the required knowledge, ability, and skills to function adequately.

(e) **Desirable training and experience.**
Secondary school graduation supplemented by typing course.

4. **Student Aide.**

(a) **Function.**
To assist the teacher-librarian in the routine tasks of running an efficient operation. The age and/or experience of the students will have an influence on which tasks are assigned to them. All of the tasks are done under close supervision.

(b) **Typical duties.**
— shelve learning resources
— read shelves
— assist at circulation desk
— prepare displays
— complete simple processing of materials
— check in periodicals; bundle periodicals for storage and/or binding
— check learning resources for damage
— assist in taking inventory
— perform routine filing
— type items at the request of the teacher-librarian should ability allow.

5. **Volunteers.**
Schools frequently turn to the community for adult volunteers; a few adults willing to work regularly at times mutually agreeable to all parties can contribute immeasurably to the success of the library program. However, the tasks assigned to the adult volunteers must be determined by the teacher-librarian and could include the following:
— assist with circulation procedures
— maintain shelf order
— repair learning resources
— arrange displays
— assist students in the use of the audio-visual equipment
— assist with filing, typing, record keeping
— assist with story-telling, or reading to groups of students.

For a detailed discussion of the role and tasks of the volunteer, including many useful training suggestions, refer to *The School Library Volunteer*.

## B. EDUCATION PROGRAMS FOR SCHOOL LIBRARY SUPPORT STAFF

1. **Library Technicians.**
Vancouver Community College is the only institution in British Columbia to offer a two-year diploma program for students wishing to train as library technicians. The program is designed to provide the qualifications for supportive work in libraries at a level between the librarian and the clerical assistant. About half of the curriculum deals with various aspects of librarianship while the other half covers subjects of an academic nature.

2. **Media Technicians.**
Several community colleges in British Columbia offer two-year diploma courses in the techniques of media production, with emphasis on its application to the educational setting. Details may be obtained from the individual colleges.

3. **Aides.**

Vancouver Community College has a course for people wishing to obtain formal qualifications as teacher aides; part of the course concentrates on the aide's role in the school library.

For further information about these, and other courses that may be of value to support staff, contact individual community colleges.

## CHAPTER III

## SCHOOL LIBRARY POLICY

A written school library policy should be prepared by the school staff and should reflect the educational philosophy of the school. The policies should be prepared in the light of any district policies which may already exist. Some items to consider including are:

(1) Philosophy and goals of the school's educational program.
(2) Philosophy and goals of the school library.
(3) Standards of conduct — atmosphere,
— appropriate discipline.
(4) Classroom teacher/librarian planning procedures.
(5) Scheduling procedures — hours the facility is open,
— flexible, scheduled, unscheduled.
(6) Media selection policies and procedures (See Appendix A).
(7) Circulation procedures — loan period,
— quantity of materials.
(8) Procedures for recovering overdue materials.
(9) Budgeting procedures; definition of lines of financial responsibility.
(10) Ordering procedures.
(11) Inventory and weeding procedures.
(12) Required level of staffing, collection, and space.
(13) Student volunteer duties and requirements.
(14) Parent volunteer duties and requirements.
(15) Paid support staff job descriptions.

All of these items are interrelated. For instance, loan periods will affect types of curriculum uses. Short hours may effectively stifle important learning strategies. Flexible scheduling will encourage the integration of classroom objectives with instruction in the use of library resources. The budget may be allocated without an adequate assessment of future needs.

The school library policy must be responsive to current service demands, but be flexible enough to allow for change. It should be reviewed annually. The crucial need for administrative contact and support is implicit in the entire program.

Although concerns such as staffing, circulation, collection development, and space allocation, must be considered in the light of each individual school's total operation, it is also important that all concerned be familiar with the criteria, standards, and philosophy, set out in this handbook and in *Resource Services for Canadian Schools*.

CHAPTER IV

# EFFECTIVE USE OF FACILITIES AND EQUIPMENT

## A. INTRODUCTION

The effective use of existing space and the steps in planning and equipping a new or renovated school library are matters which should be of special concern to teacher-librarians. They should take the responsibility of ensuring that their ideas are put forward, as well as obtaining the views of the school staff and of outside resource persons, as the type of program and the general atmosphere and efficiency of the library will be affected by physical facilities.

The teacher-librarian should periodically monitor the traffic flow in the library and assess the patterns of use of space, equipment, and materials, by all patrons, including the physically handicapped, with a view to making changes to improve the situation.

The most important factor in any discussion of facilities and equipment is that while quarters are important, they do not alone determine the quality of the learning resource program. It is the teacher-librarian's responsibility to obtain the maximum use from whatever facility is at hand. Only after it can be clearly demonstrated that the lack of adequate space or proper equipment is seriously damaging the school library program can the expense of construction or renovation be justified to those responsible for providing the necessary funds.

## B. INITIAL PLANNING

Once a decision to make a major change is made, the steps involved in planning a new facility should then be followed. Some general factors to keep in mind are:

(1) The school's philosophy and curriculum
(2) Current teaching techniques and trends
(3) Specialized uses (e.g., community school, public/school library)
(4) Current and projected community population and school enrolment.

Some more specific factors are:

(1) Proposed budget for construction or renovation
(2) Limitations of space and construction materials to allow for future additional development
(3) New developments in architectural technology (e.g., solar heating)
(4) Location (central preferable, but not in a high noise area)
(5) The recommendations contained in the B.C. *School Building Manual*.

## C. AREA FUNCTIONS

Given this framework, there are basic areas into which a school library can be divided. Specific functions can be assigned to each area:

(1) **Entry/Circulation Area providing**
- central control of traffic
- easy access/exit
- circulation control (charge desk; card trays; return box; shelving; trucks)
- display areas
- storage (some lockable) for staff's and students' personal effects
- photocopier (if required);

(2) **Reading, Listening, Viewing Area containing**
- shelving for print and nonprint materials
- storage for nonintegrated items (e.g., periodicals; vertical file; maps; pictures)
- equipment for using nonprint materials (e.g., filmstrip viewers; taperecorders)
- equipment for reading and printing microforms, when appropriate
- work areas (tables; carrels, some with electrical outlets)
- flexible seating areas
- card catalogue
- specialized reference shelving (dictionaries; atlases; encyclopedias)
- display space;

(3) **Office Area containing**
- — usual office furniture
- — telephone;

(4) **Work/Storage Area providing**
- — space for processing, repairing, producing materials
- — storage, some lockable, for audio-visual equipment and processing materials
- — sink;

(5) **Small Group Areas providing**
- — space for small groups to discuss projects or view materials.

With these areas in mind, a flow-chart can be developed. This is a useful technique for making a preliminary assessment of locations in a specific school library. The elements, made out of paper and labelled, can be moved about to show different relationships without actually drawing a detailed plan. By arranging and re-arranging the elements it should be possible to establish a pattern which will:
- — keep heavy traffic and noisy areas apart from study and reading, listening, and viewing areas
- — keep frequently used traffic patterns short
- — separate frequently used traffic patterns as much as possible
- — place security problem areas within easy supervision.

When a satisfactory pattern has been found using this technique, squared paper can be used to translate this into a scale-drawn floor plan which can be presented to the staff and the principal for discussion. The more detail and accuracy included in the final sketch, and the more preparation involved to support the decisions represented in the sketch, the more likely it will be that these needs can be communicated through the proper channels to the architect and to the school district's construction supervisor.

A useful publication which contains many schematic and illustrative diagrams, and places the library into the school context, is *School Media Centres*.

## D. CONSTRUCTION

The preliminary considerations above are the first step in the total planning and construction program which is outlined below:

Step 1 — Research; plan; visit other school libraries and their staffs; then complete sketches and submit them to the school authorities. All subsequent contact should be made through the administration.

Step 2 — Ask to see the architect's sketches before the final plans are drawn and tenders let. This is the last chance to suggest any substantial changes.

Step 3 — Ask to see the final plans to ensure they are what has been agreed upon.

Step 4 — During construction, watch unobstrusively what is happening. If something is not being done according to the plans, consult the principal at once. Do not in any way hinder the workers or create safety hazards on the site. Workers must follow the instructions of their foreman. Minor changes — features that looked good on paper but are obviously not good in reality, e.g., a window required instead of the door shown in the plans, may be sought at this stage by going through the proper channels.

Step 5 — Before any new construction is accepted by the school board it must be complete and correct. Advise the principal of any items not complete or correct in the finest detail, such as painting incomplete or poorly done, a door that will not lock, or a scratch on the new varnish.

## E. EQUIPMENT AND FURNISHINGS

*Steps to Service* provides a checklist of furniture and equipment. If there is not a standard district list, the teacher-librarian may be asked to provide specifications for proposed new equipment. In order that the item really required is clearly defined for those responsible for purchasing, the following strategy is outlined.

1. There are three ways of writing specifications for presentation through the principal and district superintendent to the secretary-treasurer or purchasing agent:

(a) open specification — a description is given of the item without reference to brand name

(b) brand name specification — a brand name is used to describe the item, usually accompanied by a catalogue number

(c) modified brand name specification — a brand name is used, accompanied by a supplementary description of certain special features ordinarily not included with the standard item.

2. Preliminary investigation and research should include the following points:
   (a) try to find the desired item in a recent catalogue
   (b) check several sources
   (c) read descriptive material carefully and be skeptical
   (d) look for facts, e.g., sizes and specific features
   (e) check with those who have used the product; testimonials are valuable
   (f) obtain from the salesperson detailed construction specifications
   (g) learn as much as possible about the item; the more preliminary research the less difficult the decision
   (h) research cost estimates for the item: purchase price, operational cost, and warranty
   (i) make a final, objective, defensible decision, knowing exactly what is required and why.

3. Make certain that the specifications which are forwarded to the purchasing department are absolutely clear. There should be a general description heading for quick identification, e.g., dictionary stand, floor model. The body of the specification should contain concise statements which include description, dimensions, and accurate catalogue numbers. A brand name specification should indicate the type of item required and should establish a standard of quality; it should be the most effective type of equipment for the function required. Before modifying a brand name specification make certain the manufacturer will make the modification and at what cost.

   The open specification is generally used when an item is made to order, and should be complete and clear in every detail. The open specification need not be used when a brand name will suffice. The following companies, with offices in Canada, will supply catalogues of equipment and furnishings upon request:

   Bel-Par Industries
   Bro-Dart Inc.
   Canadian Library Supply Co.
   Canadian Lundia Ltd.
   Carr McLean Co.
   EIF-Sales Ltd.
   Gaylord Bros. Inc.
   Lowe-Martin Co. Inc.
   Natco Library Supplies
   National Library Resources Ltd.
   Nova Library Systems
   Steelcase Canada Ltd.
   Western Library Services Ltd.

## CHAPTER V

## THE EVALUATION OF SCHOOL LIBRARY SERVICES

School library services should be evaluated periodically to ascertain strengths and weaknesses in order to bring about improvement, and to determine priorities and goals for the future.

The evaluation of the school library program should be undertaken as part of the evaluation of the whole school, for if the library exists to serve the school, it cannot be fairly judged except in the total context. However, if a complete school evaluation is not practical, some general questions that might be asked are:

1. In what ways are the school library services most satisfactory in terms of realizing the school's educational objectives?
2. In what ways are the services most in need of improvement in order to realize the school's educational objectives?
3. In order of priority, what are specific steps that can be taken for the improvement of existing weaknesses?
4. In what ways is the school presently identifying problems in school library services, and seeking solutions?

If the evaluation is to be comprehensive, it is essential to use procedures which will encourage the staff, including administrators, to accept and act on the results of the evaluation. Therefore, the staff should not only do the evaluating but choose the evaluation criteria to be used according to the school's particular situation.

Many evaluation tools exist as samples from which ideas for the development of criteria suited to a particular school can be drawn. *The School Library Media Center* includes a number of comprehensive examples, while teacher-librarians in secondary schools should be familiar with the section on Educational Resource Services in the *Accreditation Booklet for Secondary Schools*. The following sample was adapted from "Criteria for the Evaluation of School Libraries", in *Moccasin Telegraph*, Vol 17, No. 2 (Winter, 1974) pp 21-26.

## CRITERIA FOR THE EVALUATION OF SCHOOL LIBRARIES

Rate each item by checking (√) the appropriate column. The following symbols are used:

| | | |
|---|---|---|
| E | — Excellent | The provision or condition is highly satisfactory. |
| S | — Satisfactory | The provision or condition is adequate. |
| U | — Unsatisfactory | The provision or condition is inadequate and improvement is needed, whether within or beyond the school's control. |
| L | — Lacking | The provision or condition is lacking, but is considered desirable if not essential. |
| N/A | — Not applicable | The provision or condition is lacking, and is not applicable in our school. |

### I. QUARTERS

| | E | S | U | L | N/A |
|---|---|---|---|---|---|
| (1) The school library is attractive in appearance. | | | | | |
| (2) The heating and ventilation are conducive to reading, listening, and viewing activities | | | | | |
| (3) The lighting is conducive to reading, listening, and viewing activities | | | | | |
| (4) The library is conveniently located in relation to the classrooms | | | | | |
| (5) The library is located where expansion is possible | | | | | |
| (6) The library quarters include: | | | | | |
| (a) seating accommodation for both groups and individuals | | | | | |
| (b) an area for group instruction | | | | | |
| (c) easily supervised conference rooms for rooms for small group discussion | | | | | |
| (d) previewing facilities for small group use | | | | | |
| (e) a production area for making or preparing teaching and learning materials | | | | | |
| (f) carrels for individual work and study | | | | | |
| (g) storage facilities, for materials, supplies, and audio-visual equipment | | | | | |
| (h) a workroom for processing and repairing materials | | | | | |

### II. LEARNING RESOURCES

| | E | S | U | L | N/A |
|---|---|---|---|---|---|
| (1) The quantity and range of reading, listening, and viewing materials make provision for: | | | | | |
| (a) the abilities of the students | | | | | |
| (b) the interest of the students | | | | | |
| (2) Reference materials for both classroom and individual student projects are provided: | | | | | |
| (a) in sufficient quantity | | | | | |
| (b) in a wide range | | | | | |
| (c) in accordance with instructional objectives | | | | | |
| (3) Current information is available in the library through: | | | | | |
| (a) periodicals | | | | | |
| (b) pamphlets | | | | | |
| (c) newspapers | | | | | |
| (4) Periodical indexes are available in the library | | | | | |
| (5) Professional materials for teachers are part of the collection | | | | | |
| (6) A full range of print and nonprint materials support classroom instruction | | | | | |
| (7) There is equipment to permit individual use of nonprint materials in the library | | | | | |
| (8) There is equipment to permit use of nonprint materials in the classrooms | | | | | |
| (9) Worn out and obsolete materials are discarded regularly | | | | | |

## III. SCHEDULING

| | E | S | U | L | N/A |
|---|---|---|---|---|---|
| (1) Flexible scheduling permits teachers to bring classes to the library by appointment | ___ | ___ | ___ | ___ | ___ |
| (2) Individuals and small groups of students are admitted at any time | ___ | ___ | ___ | ___ | ___ |
| (3) Individual students are admitted for extended periods of time | ___ | ___ | ___ | ___ | ___ |
| (4) The library is open before and after school hours and during the noon hour for individual browsing and study | ___ | ___ | ___ | ___ | ___ |

## IV. ADMINISTRATION AND ORGANIZATION

| | E | S | U | L | N/A |
|---|---|---|---|---|---|
| (1) The library staff provide services during all hours the library is open | ___ | ___ | ___ | ___ | ___ |
| (2) There is clerical staff to free the teacher-librarian for professional, administrative, and program activities | ___ | ___ | ___ | ___ | ___ |
| (3) The librarian works with classroom teachers in compiling lists of resource materials for units of classroom work | ___ | ___ | ___ | ___ | ___ |
| (4) The librarian works with classroom teachers: | | | | | |
| (a) in planning assignments involving the use of learning resources | ___ | ___ | ___ | ___ | ___ |
| (b) in providing instruction in the use of the library and its resources | ___ | ___ | ___ | ___ | ___ |
| (5) The librarian is a member of committees planning curriculum or special programs of instruction | ___ | ___ | ___ | ___ | ___ |
| (6) The librarian works on a staff committee in developing school library policies and programs for the year | ___ | ___ | ___ | ___ | ___ |
| (7) There is a written school library policy to which teachers can refer for guidance | ___ | ___ | ___ | ___ | ___ |
| (8) Regular reports about the library, its acquisitions, and its programs, are made available to the teachers | ___ | ___ | ___ | ___ | ___ |
| (10) Circulation procedures provide for: | | | | | |
| (a) short term (overnight) loan | ___ | ___ | ___ | ___ | ___ |
| (b) regular term loans | ___ | ___ | ___ | ___ | ___ |
| (c) extended loans | ___ | ___ | ___ | ___ | ___ |
| (11) Circulation procedures provide: | | | | | |
| (a) nonprint materials to students as well as to teachers | ___ | ___ | ___ | ___ | ___ |
| (b) audio-visual equipment to students as well as to teachers | ___ | ___ | ___ | ___ | ___ |
| (12) On request, materials are loaned to classrooms for various units of course work | ___ | ___ | ___ | ___ | ___ |
| (13) Classroom teachers are systematically involved in the selection of new materials for the library | ___ | ___ | ___ | ___ | ___ |
| (14) Selection tools are available to classroom teachers for the selection of new materials | ___ | ___ | ___ | ___ | ___ |

## V. CLASSROOM TEACHER USE OF THE SCHOOL LIBRARY

| | E | S | U | L | N/A |
|---|---|---|---|---|---|
| (1) Teachers give advance notice of research assignments so that the materials can be reserved for them and their students | ___ | ___ | ___ | ___ | ___ |

| | E | S | U | L | N/A |
|---|---|---|---|---|---|
| (2) Teachers consult the librarian about: | | | | | |
| (a) borrowing materials from the district resource centre | ___ | ___ | ___ | ___ | ___ |
| (b) obtaining services and materials from other community agencies, particularly from the public library | ___ | ___ | ___ | ___ | ___ |
| (3) Rather than relying on the textbook, teachers give assignments which: | | | | | |
| (a) make use of a wide variety of materials | ___ | ___ | ___ | ___ | ___ |
| (b) provide for individual differences among their students | ___ | ___ | ___ | ___ | ___ |
| (4) Teachers accept that it is their responsibility to see that their students have adequate skills in using the school library and its resources | ___ | ___ | ___ | ___ | ___ |
| (5) Learning resources are used by teachers: | | | | | |
| (a) in all subject areas | ___ | ___ | ___ | ___ | ___ |
| (b) at all grade levels | ___ | ___ | ___ | ___ | ___ |
| (6) Teachers visit the school library frequently | ___ | ___ | ___ | ___ | ___ |

## VI. STUDENT USE OF THE SCHOOL LIBRARY

| | E | S | U | L | N/A |
|---|---|---|---|---|---|
| (1) Student behaviour in the centre is purposeful | ___ | ___ | ___ | ___ | ___ |
| (2) Students exercise self-direction in using the library | ___ | ___ | ___ | ___ | ___ |
| (3) Students show ability in selecting appropriate materials | ___ | ___ | ___ | ___ | ___ |
| (4) The library is used by students as a source of information: | | | | | |
| (a) for quest activities related to the work of the classroom | ___ | ___ | ___ | ___ | ___ |
| (b) on topics of personal interest | ___ | ___ | ___ | ___ | ___ |
| (5) Students use the library as a source of leisure reading materials | ___ | ___ | ___ | ___ | ___ |
| (6) Students use the library for independent study | ___ | ___ | ___ | ___ | ___ |
| (7) Students visit the library voluntarily | ___ | ___ | ___ | ___ | ___ |
| (8) Special provisions are made in the library to meet the needs of: | | | | | |
| (a) gifted students | ___ | ___ | ___ | ___ | ___ |
| (b) slow-learning students | ___ | ___ | ___ | ___ | ___ |
| (c) physically handicapped students | ___ | ___ | ___ | ___ | ___ |
| (d) other exceptional students | ___ | ___ | ___ | ___ | ___ |

## VII. SUMMARY

| | EXCELLENT | SATISFACTORY | UNSATISFACTORY |
|---|---|---|---|
| A. Check the rating which best describes each of the preceding six areas | | | |
| (1) Quarters | ___ | ___ | ___ |
| (2) Learning resources | ___ | ___ | ___ |
| (3) Scheduling | ___ | ___ | ___ |
| (4) Administration and organization | ___ | ___ | ___ |
| (5) Classroom teacher use of the library | ___ | ___ | ___ |
| (6) Student use of the library | ___ | ___ | ___ |

B. In what respects are the school library services most comendable?

C. In what respects are the library services in most need of improvement?

## CHAPTER VI

## LEARNING RESOURCES INVENTORY

Not only is the taking of an inventory a requirement for the completion of yearly provincial and district reports on the status of the school library collection, it is also a useful device for a continuous in-school assessment of the relationship of the collection's balance to the needs of the curriculum. The inventory should be taken at a time when the least disruption is caused to the school program, but may require that the library be closed for a short period. The process is necessary in order to account for materials that have been acquired by public funds.

For interim figures, a running inventory should be kept such as outlined in *Steps to Service*. The amount of information to be collected will vary between districts. A simple format, with one form for each type of media, is shown below:

| BOOKS | | | |
|---|---|---|---|
| DATE | VOLUMES ADDED | VOLUMES WITHDRAWN | BALANCE |
| 77-11-18 | | | 4376 |
| 77-12-01 | 60 | 30 | 4406 |
| 77-12-14 | 10 | | 4416 |
| 78-01-16 | | 5 | 4411 |
| 78-02-27 | 42 | | 4453 |
| 78-03-10 | 17 | | 4470 |
| | | | |

When an item is withdrawn, its catalogue cards should be pulled if it is the only copy, or its identification number deleted on the shelf list card if it is a duplicate. If an item is missing, note the fact and the date on the shelf list card; if it is later found, amend the shelf list card but if it has not re-appeared by the time the next inventory is taken, withdraw the title using the procedure just described.

## CHAPTER VII

## THE SELECTION OF LEARNING RESOURCES

A. **The definition of learning resources.**

1. **Print:**

Books (fiction/nonfiction, paperback/hardback, text/trade); periodicals; newspapers; indexes; pamphlets; clippings.

2. **Nonprint:**

Sound recordings (cassettes, cartridges, reel-to-reel, discs); filmstrips; slides; motion pictures (35 mm, 16 mm, 8 mm); kits; games; flashcards; pictures; charts; maps; globes; models; dioramas; realia; transparencies; videorecordings (cassettes, cartridges, reel-to-reel, discs).

3. **Community resources:**

People (community residents with specialized knowledge or skills); other libraries (school district, public, community college, university); other institutions (Provincial Educational Media Centre, National Film Board, consulates, businesses).

B. **Factors to be considered by the teacher-librarian, the school staff, and administration, before developing a learning resources collection plan.**

1. **Curriculum.**
   What are the existing courses of study and program, and what new ones are being planned?

2. **Teaching strategies.**
   How does each teacher implement the curriculum? What content areas are emphasized? What collection needs result if in-depth study is used as an alternative to a survey approach?

3. **Non-curricular areas.**
   How much emphasis should be placed on resources not closely related to the curriculum?

4. **Students.**
   What is the range of their reading, viewing, listening, and comprehension abilities? What are their individual interests and needs, both curricular and recreational? What are their home backgrounds?

5. **Professional resources.**
   What is the relationship of the school's teacher resources collection to the district resource centre collection and budget?

6. **Existing collection.**
   What are the strengths and weaknesses of the collection in relation to the curriculum, teaching strategies, student curricular and recreational needs and interests, and professional resources? How does the collection compare to standard bibliographies?

7. **Additional sources for resources.**
   What back-up service is provided by the district resource centre? What other collections are accessible?

8. **Funds.**
   What monies are available from overall school budget, special grants, development funds, and other sources?

C. **General considerations when selecting all types of learning resources.**

1. **Integration of print and nonprint.**
   Selection should be aimed at achieving specific objectives with students possessing various learning styles; therefore, content and concept are the major considerations, not format.

2. **Appropriateness.**
   What are the strengths and weaknesses of each type of learning resource? What materials would be the most effective for teaching particular concepts? (See Appendix A "Sample Policy for the Selection of Learning Resources.")

3. **Co-ordination of school and other collections.**
   Although maximum accessibility of resources is most desirable and best achieved by having the user and the resources as close together as possible, the optimum use of available funds must always be kept in mind. Collection development should work toward:
   (a) organization of all learning resources in the school through the school library
   (b) co-ordination of school and district purchases so that less frequently used and/or expensive and specialized materials, e.g., motion pictures, are bought by the district resource centre
   (c) co-operation with other schools in the district and with community institutions to develop collections which complement each other, avoid unnecessary and costly duplication, and are available to each other's users without weakening any one collection.

4. **Process.**

(a) **Consideration file.**

Selection is not an activity which takes place at the time orders are placed; it is a constant, ongoing process which should involve the teacher-librarian and as many of the staff and students as possible. Most teacher-librarians find 7.5 cm x 12.5 cm cards or commercially produced forms with one, two or three parts (depending on district requirements) in a consideration file (want list), the best way to collect the data necessary for ordering useful learning resources and also for noting cataloguing and other information which may be needed later. Once this has been developed, last minute and poorly thought through selections may be avoided. Usually a consideration file will exceed the available funds. The cards or forms placed in the consideration file should contain details about the author, title, publisher (with address, if the item cannot be ordered from a jobber), price, and International Standard Book Number (ISBN), if available. Information about the source of the review and the reason for the selection, indicating how it will support the curriculum or provide for non-curricular areas of interest should also be included; later, this information will make it easier to select from the file the titles most needed from all those under consideration.

The consideration file should also contain notes on identified areas of weakness in the collection. These may come from the librarian's analysis of the collection or from teacher or student requests when working on specific units or projects. A record of reference questions which could not be answered using the school library collection should be kept. By reading reviews and checking bibliographies, these subject or area requests and unanswered questions may be converted into cards for specific titles.

Since the file is ongoing it becomes necessary to weed it regularly as new cards are added, e.g., a title that may have been desirable at one time may look less desirable when a later edition appears, or a title in a more appropriate media format appears.

(b) **Weeding.**

Obsolete resources containing inaccurate or out-of-date information, as well as shabby and worn out materials, are detrimental to an attractive and useful collection. Weeding, or discarding learning resources, should be considered as a continuation of the selection process and almost as important as the selection of new resources. Just as teachers and students can be encouraged to identify new titles wanted or subject areas that need enhancing, so they can help by informing the librarian of titles in the existing collection that should be removed.

Weeding should be carried out continuously throughout the year. Weeding of the vertical file and back issues of non-indexed periodicals need constant attention. The best time for a thorough look at the entire collection is probably during annual inventory. Some useful parts of the materials weeded from the collection may be saved; e.g., pictures may be clipped from discarded books or magazines for the vertical file, slides may be mounted from frames of a discarded filmstrip; but generally weeded resources should be destroyed.

## D. Reviewing Sources.

All types of learning resources appear in a wide variety of basic, general, and specialized bibliographies, lists and catalogues; an equally wide range of current periodicals review newly released materials. See Appendix B for examples of both.

A reliable, critical annotation:

(a) gives full trade information.
(b) gives the authority of the author, the point of view from which he/she writes.
(c) contains a brief description of content.
(d) notes whether the stated purpose of the material has been fulfilled.
(e) outlines the scope of the subject matter and indicates whether the coverage is complete.
(f) points out inaccuracies in content, citing specific examples.
(g) notes whether the information is the most current on the subject and if ongoing research will make the material rapidly obsolete.
(h) takes into account the vocabulary and concepts, and indicates suitability for different reading tastes, interests and abilities.
(i) examines technical qualities and cites specific examples.
(j) compares the material to others on the same subject in the same or other media.
(k) discusses accompanying material (such as teachers' guides).
(l) explores potential use (classroom/library, individual/group).
(m) is signed, so that the reader may be aware of the reviewer's credentials and competencies.

If an annotation does not cover most of these points, then any consideration card should indicate that an order should not be placed until another review can be located, until the resource can be viewed first hand, or until some other corroborating information can be located. As publishers', producers', jobbers', and wholesalers' catalogues are commercial advertising, they should not be used for developing a consideration file.

To avoid duplication of effort and to cut down on subscription costs, districts, or groups of librarians, may wish to develop methods for joint evaluation of reviews and materials.

## E. Selecting specific types of learning resources.

### 1. Books.

For the most part, selection of books should be made from current reviews and basic and specialized bibliographies (see Appendix B). Sometimes this results in a poor choice, but, with time and accessibility limitations, pre-reading every title is out of the question. The one-day marathon at the wholesale outlet or a bookstore sale without a consideration file will result in an even worse selection, as there will not be adequate time to read each title and thoughtfully consider how it will fit into the collection development plan.

### 2. Periodicals.

*Periodicals for British Columbia School Libraries* contains an introduction that outlines criteria for periodical selection and discusses the essential place of periodical indexes in the selection process. Other periodical selection tools are listed in Appendix C, as are the major indexes most useful to schools. New periodicals are also covered in the current reviewing media, listed in Appendix C.

### 3. Pamphlets and clippings.

*The Vertical File and its Satellites* is a good source of information on all aspects of the vertical file, including the selection of pamphlets and the criteria for clippings. Many current sources for the selection of pamphlets exist (see Appendix D). As many of these titles lack either critical or descriptive annotations, choices from these lists may include a fair number of "misses" rather than "hits". However, the low cost of most of the listed titles offsets any chances taken.

### 4. Government Publications.

#### (a) Provincial government documents.

Bibliographic control of government documents is inadequate at the provincial level. The only control is the *Monthly Checklist of B.C. Government Publications* compiled by the Legislative Library in Victoria and made available to selected public libraries in the province. However, less than 50% of the government's estimated publishing is catalogued in this checklist.

Write directly to the ministries, commissions, and crown corporations with requests for information of either a specific or general nature on an annual basis or as the need for specific information arises. Publications such as *The Canadian Almanac and Directory* and *The Corpus Almanac of Canada* will supply a list of names and addresses for such inquiries. Some B.C. government publications are also listed in *Canadiana*. For information about maps and aerial photographs contact the Map Production Division of the B.C. Lands Service.

#### (b) Federal government publications.

Bibliographic control is much better at the federal government level. The *Daily Checklist* ($25 if mailed daily; $15 if mailed weekly) is a comprehensive listing of all Canadian Government Publications published on a daily basis. *The Canadian Government Publications Monthly Catalogue* ($3 per year) will probably be sufficiently comprehensive to select and order government documents. Because there is a five or six month time lag between the appearance of the daily checklist and the monthly catalogue, the need for "current awareness" in some libraries may necessitate the purchase of the daily checklist.

*The Canadian Government Publications Yearly Catalogue* ($3 per year) is a non-cumulative listing of publications for the calendar year. It may have some reference value for the teacher-librarian, but it will not be a useful selection tool as the documents listed are at least two to three years old. Mail orders for priced publications and subscriptions to catalogues should be directed to Supply and Services Canada. (Cheques or money orders should be made payable to the Receiver General of Canada.) Those publications which are for sale may also be purchased from the University of British Columbia, the University of Victoria, and Vancouver Community College (Langara) bookstores, or through any other official agent. Free publications must be ordered directly from the department concerned.

Information relating to the availability and purchase of maps may be obtained from the Canada Map Office.

*Selections: Federal Government and International Publications for Educators* has also been produced by Supply and Services Canada in past years to provide a list of materials suitable for secondary schools, but also useful in elementary grades. *Canadiana* can also be used as an awareness list.

To establish or expand holdings of federal government documents, consult Canadian almanacs for names and addresses, and follow the procedure as outlined above.

(c) **U.S. Government publications.**

These are listed in the *Monthly Catalog of U.S. Government Publications* (Canadian subscription $56 annually from the Superintendent of Documents, U.S. Government Printing Office.) However, the selected listings in most issues of *The Booklist* and the *School Media Quarterly* are sufficiently extensive and up-to-date, with both free and priced documents, to meet the needs for current information. *A Popular Guide to Government Publications* is a useful retrospective checklist.

5. **Nonprint Materials.**

Items, identified for cataloguing purposes as nonprint materials, present more selection problems than print materials. Relatively better systems of reviewing and distributing for the nonprint newcomers are now emerging, however, many of the reviews of nonprint resources are descriptive rather than critical (see Appendix B).

Despite improvement, a great number of excellent titles are never reviewed in any publication, and often the best way that can be found to identify a title will be an awareness list or a producer's or jobber's catalogue. Therefore, to avoid costly errors of selection from inadequate evaluation, and duplication of effort if the results of evaluations are not shared, teacher-librarians, administrators, and purchasing agents in each district should develop a plan to bring nonprint learning resources into the district on approval. Since no purchase should be made until the material has been looked at carefully, producers' or jobbers' catalogues can be used for preliminary selection.

All resources should be evaluated on forms which should be kept on file so that they may be consulted later by other teacher-librarians and classroom teachers in the district. This central file ensures that producers will not be asked to send the same resources out to a district each time someone discovers the title anew. A sample evaluation form follows.

**NONPRINT MATERIALS EVALUATION FORM** _____
(District or School)

| Title | Serial Number | Copyright Date |
|---|---|---|
| Producer | Supplier | Price |
| Subject(s) | | |

Check or fill in appropriate information:

**KIT** — No ☐ Yes ☐ (If yes, complete appropriate section(s) below.)

**CHARTS** — Number of charts ____ Colour ☐ B/W ☐ Dimensions _____

**DIORAMAS** — Number of pieces ____ Colour ☐ B/W ☐

**FILMSTRIPS** — Number of frames ____ (Average for series) Colour ☐ B/W ☐ Captions ☐ Number of filmstrips —

**FLASH CARDS** — Number of cards ____ Dimensions _____

**GAMES** — Number of pieces _____

**GLOBES** — Number of globes ____ Diameter _____

**MAPS** — Number of sheets ____ Dimensions _____

**MODELS** — Number of pieces ____ Size _____

**MOTION PICTURES** — Number of items ____ Sound ☐ Silent ☐ Colour ☐ B/W ☐ Cartridge ☐ Loop ☐

Size — 8 mm ☐ Super 8 mm ☐ 16 mm ☐

**PICTURES** — Number of pictures ____ Type _____ Colour ☐ B/W ☐ Dimensions _____

**REALIA** — Number of pieces _____

**SLIDES** — No. of slides ____ Type of mount _____ Colour ☐ B/W ☐ Dimensions _____

**SOUND RECORDINGS** — Stereo ☐ Mono ☐ Quad ☐ Playing time ____ Speed _____
(For use with filmstrips — audible advance ☐ automatic advance ☐)

DISCS — Number of discs ____ Size _____ CASSETTES — Number of cassettes _____

CARTRIDGES — Number of cartridges _____ REEL TO REEL — Length of tape ____ Size _____

**TRANSPARENCIES** — Number of sheets _____ Colour ☐ B/W ☐ Dimensions _____

**VIDEORECORDINGS** — TAPE — Reel to reel ☐ Cassettes ☐ Cartridges ☐ DISCS ☐

Colour ☐ B/W ☐ Size _____ Playing time _____

Does a manual or teacher's guide accompany this material? Yes ☐ No ☐

Summarize content

Grade Range: K 1 2 3 4 5 6 7 8 9 10 11 12 Teacher, Parent Education

**Use the following symbols to rate the items below:** E — Excellent
G — Good
P — Poor

Accuracy _____ Authenticity _____ Impartiality _____ Interest _____ Credibility _____ Imaginativeness _____

Appropriateness of vocabulary _____ Depth of coverage _____ Breadth of coverage _____

Format: Technical quality _____ Suitability _____ Quality of manual (if applicable) _____

**CHECK THE APPROPRIATE BOX(ES) BELOW FOR EACH ITEM:**

Is the structure of the material — Narrow ☐ Flexible ☐ Absent ☐

Is the sequence of the material — Fixed ☐ Variable ☐

Is the pacing of the material — Fixed ☐ Flexible ☐

Does the material effectively develop concepts difficult to get across in other ways? Yes ☐ No ☐

Does the material control the learner? Yes ☐ No ☐

Does the teacher control the learner? Yes ☐ No ☐

Does the pupil control his/her own course of action? Yes ☐ No ☐

**CHECK THE APPROPRIATE ITEMS BELOW:**

Material is to be used for: Large-group instruction ☐ Small-group instruction ☐ Individual Study ☐

Specialized use ☐ Review ☐ General Interest ☐ Overview ☐ Follow-up ☐

Discussion ☐ Introduction ☐

**COMMENTS:**

Rating: Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐

Recommendation for purchase — Yes ☐ No ☐ Defer ☐

Reviewed by Position

Date

6. **Resources outside the school.**

The selection of resources, both material and human, should be subject to the same criteria: relevance to the curriculum, existing resources, and suitability. It is equally as important to bear in mind whether, for example, inviting a speaker from the community or accepting free pamphlets from a consulate. However, by exploring the services of the numerous agencies that exist, the teacher-librarian can, by judicious selection, augment and extend the program and services of the school library.

(a) **Other schools in the district.**

Inter-library loans can be arranged among neighbouring schools, or among secondary schools and elementary feeder schools. This may result in co-operative purchasing, where each school might specialize in collection of materials in different areas of the curriculum. Expensive or specialized formats may also be shared, e.g., elementary use of microform materials acquired and housed by a secondary school. Such cooperation may be facilitated by the preparation of master lists of holdings in each school, e.g., periodical titles.

(b) **The district resource centre.**

The most accessible central resource facilities outside the school are district resource centres, where they exist. As there is no provincial uniformity in the scope of their responsibilities, types and quantities of learning resources available, or services offered, detailed discussion is not possible here.

(c) **Provincial Educational Media Centre (PEMC).**

PEMC was established by the Ministry of Education to co-ordinate the purchase, production and distribution of nonprint educational materials at the provincial level. It can also use its collective bargaining power to negotiate contracts on behalf of school districts, thereby helping build up 16 mm film and videotape collections in district resource centres. All purchases must be arranged through the district liaison.

To borrow materials from PEMC, each school must have its own contact person to co-ordinate ordering and distribution in the school. This PEMC school representative is usually the teacher-librarian. Catalogues are distributed to every school at the beginning of the school year and include a full description of services, resources, and ordering procedures. Some school districts also have block booking agreemeents with PEMC arranged by the district liaison.

(d) **School broadcasts.**

PEMC is also responsible for the development, scheduling, and production of radio and television programs for Grades K-12 in co-operation with the Canadian Broadcasting Corporation (CBC). Every school day, from the middle of October until the end of May, programs are broadcast over the CBC and its affiliated stations. Some of the programs are produced in B.C. to complement local curricula. PEMC distributes a school broadcast guide and calendar giving information for all programs.

(e) **The National Film Board of Canada (NFB).**

The film catalogue outlines concisely the services of the NFB in providing 16 mm film. Every school library should have the most recent edition on hand. In B.C., schools are asked to deal through the nearest NFB distribution centre via the district resource centre. If there is no district resource centre, individual schools may deal directly. If film titles are not available through the nearest NFB distributor and substitutions are not acceptable, school districts may contact the Vancouver office, where self-service facilities also enable users in the Lower Mainland area to personally select and pick up films. All regular borrowers must apply for and use a film library card.

(f) **Public, college, and university libraries.**

If public libraries are accessible to students and teachers, co-operation should be fostered. School visits by the public librarian and return class visits can encourage students to use this resource during and after their school years.

In addition, many public libraries are willing to arrange inter-library loans within their system for materials they do not have: also, reciprocal borrowing privileges with neighbouring library systems and colleges may exist, and should be investigated.

University libraries make their reference service available and provide in-library use of all materials. However, they do not loan material to people other than their own staff and students, unless special arrangements are made; such arrangements should be co-ordinated through the teacher-librarian. Once the ground rules have been laid, independent use by the school's students and teachers should be encouraged.

A number of areas in the province are proceeding with the development of networks or systems which may comprise public, university, college, and school libraries. Co-operative budgeting, purchasing and inter-system loans are designed to use available personnel and resources in the most efficient manner.

(g) **Community resources.**

Resources within the community should be examined for potential use in developing field experience programs and a community resource file. Such a file should contain information on personnel and agencies which could

provide direct curriculum enrichment.

*Access to Information Catalogue* lists approximately 1000 community resources in B.C., while *The Directory of Services for Greater Vancouver*, although more limited in geographical scope, is frequently updated.

(h) **Consulates, businesses and other agencies.**

In addition to the catalogues of PEMC and NFB, private companies, charitable and professional organizations, embassies and consulates, and government agencies, also serve as sources of materials and information. Details about the services offered to those visiting certain museums in the province will be found in *Teachers Guide to B.C. Museum School Programmes*. Some local museums, such as the Kelowna Centennial Museum, also produce booklets and kits of interest to those outside their immediate area. The Ministry of Recreation and Travel Industry makes resources such as 16 mm films available, while the National Museum of Man loans multi-media kits throughout Canada. *The Directory of Canadian Museums, 1978*, published by the Canadian Museums Association contains details of museums, art galleries and related government agencies and departments across the country. *The Canadian Almanac and Directory* and *The Corpus Almanac of Canada* will also supply many of the addresses for the companies and organizations mentioned above.

## CHAPTER VIII

# ACQUISITION OF LEARNING RESOURCES

## A. Steps in the preparation and submission of a learning resources budget.

### 1. Obtaining budget figures.

Clarify whether or not circulation and processing supplies, nonprint production supplies, binding costs, and periodicals (including professional titles), are charged to the school library budget or if they will come from the school's general supply budget. Make sure all available sources for monies are included and obtain a final figure. In order to buy individual items of immediate concern, pamphlets, and other inexpensive items, without generating costly purchase orders, a petty cash fund is essential.

### 2. Preparing a statement of the strengths, weaknesses and upgrading emphases.

Prepare an introduction, based on the data gathered to answer the questions raised in section B of the previous chapter (Selection of Learning Resources) describing the strengths and weaknesses of the existing collection in relation to curriculum and program, and their implementation by the teaching staff. Indicate the short and long term plans for upgrading weaknesses, and which areas will be emphasized to develop a better collection. What should be planned for next year's budget? What may happen over the next three to five years?

### 3. Preparing the budget.

Provide a detailed operating budget breakdown for all types of learning resources, cataloguing and processing costs, shipping charges, brokerage fees, supplies, petty cash, and major reference replacements, e.g., which encyclopedia sets or atlases are to be replaced on a rotating basis in a five-year period.

Estimate, based on realistic figures, how many titles the year's budget will add to the collection. If upgrading, try to suggest budget figures needed over the next three to five years to reach the target collection size.

### 4. Submitting the budget.

Submit the budget to the principal, allow a few days for study, and then arrange for a meeting with the staff and principal. Discuss the budget fully with them and thereby reach a general agreement on how the funds will be spent. This procedure will discourage last-minute and unrealistic demands on the learning resources budget.

## B. Preparing the order.

To order the selected titles, the appropriate cards or multi-part forms are removed from the consideration file and a check made against both the card catalogue and the "on-order" file to establish whether any of them is already in the collection or has already been ordered and, if so, whether a duplicate copy is required. (If it is required, note the call

number on the form.) If the information is incomplete, then the needed information about author, title, publisher, or edition should be sought in *Canadian Books in Print, British Books in Print, Books in Print* or *Paperbound Books in Print*. District resource centres and public libraries will usually have copies of these titles. The forms are then split: the first copies are brought together and sent to the suppliers with the necessary purchase orders either by the school or district office, depending upon local practice. (In some districts, the cards are used to compile the order on one list and then filed.) The second copies are placed in the "on-order" file, and when the item arrives, the appropriate form is pulled from the "on-order" file; those teacher-librarians who choose to do their own cataloguing may then use these cards or forms as work slips aided by the Dewey numbers and subject headings which were originally taken, if they were available, from the reviewing source.

## C. Selecting suppliers for books.

### 1. Jobbers, agents and publishers.

Ordering direct from publishers or producers is usually impractical and costly for individual school libraries or systems, since individual purchase orders would have to be sent to each one. However, for nonprint materials, the producer is sometimes the only source.

Most Canadian publishers, in addition to their publishing activities, act as agents for foreign publishers. The *Canadian Publisher's Directory* includes the names of foreign companies and their Canadian representatives. Book jobbers furnish titles from most publishers; therefore teacher-librarians order most of their books from jobbers. Book wholesalers are also a source of materials, but they do not carry a full range of publishers and usually books must be selected from those in stock.

When selecting a jobber, variable factors such as discounts, freight and brokerage charges must be seen in relation to services such as the speed of service, reports on the status of the order, fulfilment as well as availability and standard of pre-processing and cataloguing. When purchasing pre-processed books among the choices available are:

a. books with mylar covers for the book jackets.
b. books with catalogue cards only.
c. books with mylar cover and catalogue cards.

There may even be instances when it is preferable to purchase books unprocessed, for example, when purchasing duplicate copies.

If buying cataloguing through jobbers, order from as few jobbers as possible since cataloguing and card format may differ considerably from jobber to jobber. It is generally more economical to place several large orders throughout the year rather than many small ones.

When the librarian has decided which services are required, the various jobbers should be contacted to establish which can best meet the needs of the individual situation. The following companies are among those used by librarians in British Columbia; personal selection is available at those marked with an asterisk:

ABC Book Co. Ltd.
Alberta Book & Novelty Ltd.
Baker & Taylor Co.
Blackwell's
Book & Periodical Acquisitions Ltd. (BPAL)
Botes Libraire
*Le Bouquineur (French and German materials only)
Bro-Dart Inc.
*Co-operative Book Centre of Canada Ltd.
Demco Educational Corporation
Encore Books
Griffin House
Nicholas Hoare Ltd.
Huntting Book Wholesalers
Josten's Library Services Division
Ian MacDonald Library Services Ltd.
Saunders Books Wholesale
*Scholars' Choice Ltd.
*Serv-West Distribution Ltd.
Woolstons and Blunts

Most book jobbers also supply paperbacks, but some teacher-librarians prefer to purchase paperbacks from a supplier who specializes in them. For catalogues and details of services, write to:

Metro Toronto News Co.
Perfection Form Co.
Scholars' Choice Ltd.
School Book Fairs Ltd.
United News (Wholesalers) Ltd.
Vancouver Magazine Service Ltd.
Western Library Services Ltd.

2. **Direct orders.**

Some books and other print materials may have to be ordered directly from the publishers or special agents:

(a) Federal and provincial government and international publications (See Chapter VII — The Selection of Learning Resources).
(b) Encyclopedias: order from the publisher.
(c) Titles from small publishers: order direct. Addresses may be found in *The Canadian Publishers' Directory*, or obtained from the B.C. Educational Publishers' Representatives Association, the Association of Book Publishers of B.C., or the Canadian Book Information Centre.
(3) Some publishers, associations and organizations use varying ordering procedures, so make careful note of where to order the resources when completing forms or cards for the consideration file if the publisher or producer does not work through a jobber. It is helpful to build a reference file of names and addresses of such sources, to avoid the time lost in sending the orders to the wrong place.

## D. Selecting suppliers for periodicals.

Just as with book jobbers and books, a periodical agency is the best way to get good, dependable subscription service. As noted under Direct Orders above, a few periodicals must be ordered from organizations or societies. It is important to establish a common expiry date for all periodicals (either December 31 or August 31) so that subscriptions do not continually run out. Orders must usually be placed with the agency about six months before the subscription is due to begin. Deliveries should be recorded on cards available from a supply house.

Although performance in such areas as reporting, availability and tracing missing issues can only be determined by experience, it is possible to obtain quotations as to the cost of a total order. Among companies offering this service are:

Ebsco Subscription Services Ltd.
McAinsh and Co. Ltd.
Pacific Magazine Agency
United News (Wholesalers) Ltd.
Vancouver Magazine Service Ltd.

## E. Selecting suppliers for nonprint learning resources.

Although it is possible to buy most materials such as sound recordings through jobbers, some filmstrips, slides, study prints, and kits are still only available from the suppliers. The *Canadian Publishers' Directory* includes a section, "Audio-Visual Producers Represented in Canada," but the Canadian agents for American producers change frequently, and many small producers do not have Canadian agents. Therefore, it may be difficult to ascertain not only the name of the producer (counterpart of the publisher) but also the name of the Canadian supplier or jobber. "The Buyer's Guide and Directory of Suppliers' in *Educational Digest* (July/August issue) provides some additional help in this area.

Teacher-librarians purchasing nonprint material should investigate the services offered by the following companies:

Can.-Ed. Media Ltd.
Discovery Audio Visual
Library Sound Services Ltd.
Social Studies School Service

## F. Selecting supplies.

1. **General operating supplies.**

Decisions on the amount of in-school cataloguing and processing, and on the means of organizing and circulating materials, will affect the types and quantities of supplies required. Supplies are generally considered under operating expenses, as are purchases of learning resources, but may not be included in each school library's budget, depending on district policy.

Equipment and furnishings are, on the other hand, usually classed as capital expenditures and should not be

included with the operating expenses in budgets or in records of expenditures.

There is a considerable overlap in the items carried by the various supply houses and the identical item may be listed at different prices. It is, however, important to note whether the quoted price includes federal and provincial tax or mailing and handling charges. The companies listed below will supply catalogues upon request:

Bro-Dart Inc.
Canadian Library Supply Co.
Carr McLean Co.
Gaylord Bros. Inc.
Lowe-Martin Co. Inc.
Natco Library Supplies
National Library Resources Ltd.
Western Library Services Ltd.

2. **Promotional supplies.**

To ensure that the library is always attractive takes time and imagination. *The Harried Librarian's Guide to Public Relations Resources* gives many useful ideas as well as numerous American sources of materials. Following is a selection of suppliers with offices in Canada, together with an indication of the type of materials each carries:

Argus Communications — posters, most of which are photographic enlargements, some with quotations.
Bridan Products — miscellaneous materials.
Canadian Books for Children — posters, bookmarks and bibliographies.
Canadian Native Prints — reproductions of the work of Canadian artists.
Donkey Graphics — posters specifically for school libraries.
Grolier Educational Associates — illustrations by Eric Carle, Janusz Grabianski, and Brian Wildsmith.
Louise Kool & Son Ltd. — posters by Beatrix Potter, E.H. Shepard, and Brian Wildsmith.
National Library Resources Ltd. — buttons and bulletin board cutouts.
Upstart Library Promotionals — mobiles, stickers, buttons, and posters.
Western Library Services Ltd. — Caldecott and Newbery Award posters.

## G. Recording expenditures.

It is essential that every expenditure that will be charged against the school library's budget be identified, recorded, and deducted from the proposed allocation set aside for each specific purpose. Commercially prepared ledger sheets may be used but a loose leaf notebook is adequate.

Put each budget category on a separate page similar to the example given below:

| CATEGORY: BOOKS | | | BUDGETED AMOUNT FOR 1978: $5000.00 | | | | |
|---|---|---|---|---|---|---|---|
| Date | P/O No. | SUPPLIER | Estimated Cost | Estimated Balance | Invoice No. | Actual Cost | Actual Balance |
| 78-01-01 | | | | | | | 5000.00 |
| 78-01-06 | 2854 | Co-op | 1000.00 | 4000.00 | | | |
| 78-02-10 | 2903 | Ian MacDonald | 200.00 | 3800.00 | | | |
| 78-02-15 | 2854 | Co-op | | | 6935 | 256.83 | 4743.17 |
| 78-02-28 | 3101 | Serv-West | 300.00 | 3500.00 | | | |
| 78-03-09 | 3101 | Serv-West | | | 12041 | 352.15 | 4391.02 |
| 78-03-15 | 2854 | Co-op | | | 8312 | 462.01 | 3929.01 |
| 78-03-20 | 4623 | C.L.A. | 25.00 | 3475.00 | | | |
| 78-04-03 | 2903 | Ian MacDonald | | | 46903 | 93.35 | 3835.66 |
| 78-04-14 | 2854 | Co-op | | | 9821 | 342.11 | 3493.55 |
| 78-04-19 | 2903 | Ian MacDonald | | | 51210 | 120.35 | 3373.20 |

It should be noted that there will usually be several shipments for each order, and hence several invoices associated with each purchase order, as the above reflects. In order that funds are not lost, it is important to be familiar with local district policy regarding cancellation dates and the deadlines by which funds must both be committed and invoices paid. Most suppliers have a policy regarding cancellation dates and this should be established before orders are placed to avoid conflict with district practice.

# CHAPTER IX

## THE ORGANIZATION OF LEARNING RESOURCES

It is important that all learning resources be as accessible as possible in order that they may be used easily and effectively. Many sources of information exist which outline ways in which materials can be catalogued, processed and circulated, e.g., *Introduction to Cataloging and Classification, Non-book Materials, Steps to Service*, and *Commonsense Cataloging*. It is recommended that such sources be consulted for detailed explanations of technical procedures. In addition, some ideas which have been found to be useful, as well as new information in the field, have been included in this handbook.

### A. Commercial Cataloguing.

Teacher-librarians are strongly urged to obtain catalogued material from the supplier wherever possible. Whether included as part of a full processing service or as loose kits, commercially produced catalogue cards are far less expensive than the time it takes the teacher-librarian to catalogue an item. For names of suppliers see pages 24 and 25.

For those materials, print and nonprint, that have been bought uncatalogued, it is sometimes possible to purchase catalogue cards separately. Before placing an order with any of the companies listed below, it is essential to write for further information, to ensure that the cataloguing options are compatible with the cataloguing from the sources already in use.

**For Print and Nonprint Materials**

Canadian Biblio Consultants, Ltd.

**For Books Only**

Bro-Dart Inc.
Josten's Library Services Division
Xerox Bibliographics

**For Nonprint Materials Only**

Specialized Service & Supply Co.

Some teacher-librarians become overly concerned with the small variations which may appear in cards between suppliers, or even from one supplier over a period of time. The time spent altering cards to allow for a perfectly consistent catalogue is time better spent working with staff and students.

### B. Original Cataloguing.

1. **Classifying non-fiction print and nonprint learning resources.**

(a) **General guidelines.**

Classifying learning resources means to assign to them classification numbers so that they are arranged according to some definite plan, in order that those of like disciplines will be found together on the shelves.

The standard tool for classifying materials in school libraries is the *Abridged Dewey Decimal Classification and Relative Index*. The most recent edition is the 10th, with publication of the 11th anticipated in 1979. Changes to the unabridged and abridged editions are being made on a continuing basis, and are announced in the bulletins *Dewey Decimal Classification Additions, Notes and Decisions (DC&)* available free from Forest Press upon request, only to those who have purchased the unabridged edition. However, when a change occurs, the important thing is to avoid reclassifying existing materials by making the appropriate cross-reference in the **card catalogue** such that users will be guided to both the old and new locations.

i. If catalogue cards are not available for the item, check whether the information was available in the reviewing source, and has thus been noted on the work slip, or whether cataloguing information has been supplied by the producer or publisher. If so, care should be taken that the classification number given is compatible with the most recent edition of *Dewey*.

ii. In deciding the classification of a work, the following general guidelines should be followed.

Always consider the purpose or predominant tendency of the work. If there is more than one subject, classify it with the one most emphasized, e.g., if fish is the emphasized subject in a work on birds and fish, classify with fish.

Classify the effect of one subject upon another with the one affected, e.g., a work on the effects of pollution on animal life should be classified with animal life. If emphasis is equal and both subjects are treated concurrently, classify with the subject coming first in the schedules, unless the schedules say not to do so; for example, a work dealing with both geography and history should be classed with history, not geography.

iii. The decision as to whether to break up kits and treat each component separately will depend upon the kit itself. Some consist of interdependent parts that must be treated as a whole; others have been put together as a commercial package but are independent of one another and should be treated as individual items.

iv. To ensure consistency and uniformity the classifier should **always** do the classifying in the same manner in those areas where *Dewey* gives alternatives.

v. Double check the card catalogue prior to assigning numbers to be quite sure that copies of the same title stand together.

vi. Before making a final decision on a classification number, the shelf list should be checked to ensure that the materials will be standing next to those on a similar topic.

vii. Finally, the call number location symbol, to assist in the quick storage and retrieval of items, is assigned. In general, it consists of two lines, the Dewey classification number on the first, and the first three letters of the main entry on the second (see sample catalogue cards on the following pages). The main exception to this rule occurs in the case of individual literary criticism and biography, when it is more usual to use the first three letters of the subject's name to obtain the desired juxtaposition of similar subject matter. In some cases, e.g., almanacs, the year may be placed on the third line, while in others the volume number may be more appropriate.

2. **Classifying fiction print and nonprint learning resources.**

Although folklore and literature are classified as non-fiction, all other fiction is simply arranged by author, using the first three letters of the author's name as the call "number". See 5(d) Sample main entry for fiction, on p. 34.

3. **Entry, heading and description.**

The primary source of rules for the establishment of main and added entries, the form which these headings should take, and the description of the item to be catalogued which should appear on the catalogue card, is the *Anglo-American Cataloging Rules*, 1967, and *Anglo-American Cataloging Rules, Revised Chapter 6*, 1974. A revision of *Chapter 12* appeared in 1975 and *Chapter 14* in 1976. These rules are still subject to revision, and additions and changes are published in *Cataloging Service*, available free, upon request, from the Cataloging Distribution Service Division of the Library of Congress.

4. **Assigning subject headings.**

(a) Subject cataloguing is important because users do not always know the title or author of a particular work. It also allows users to quickly ascertain the range of materials that the library has on a given topic.

(b) The purpose of subject cataloguing is to give a uniform word or phrase to all materials on a given subject that the library has in the collection.

(c) In assigning subject headings it is important to use recognized authorities; most schools use *Sears List of Subject Headings*, of which the latest edition is the 11th. *Canadian Subject Headings* is currently out of print, although a revision is in preparation. It must be remembered that the Canadian headings in this book are designed to be compatible with the Library of Congress headings and, therefore, need modification if used in conjunction with *Sears*. A short list of suggested Canadian subject headings is included in Appendix E.

(d) To determine the subject, look at the contents of the work. While a title may accurately describe a work, sometimes it can be misleading.

(e) Always enter a work under the most specific term which will accurately represent its contents, e.g., a title dealing with bears should be entered under "bears" and not under the general heading "animals". Do not assign both a general and specific heading to a title.

(f) If subject headings are chosen carefully, usually no more than three headings are needed and often one is sufficient.

(g) Always use the exact wording and punctuation that *Sears* uses for developing headings, and record the headings used in the copy of *Sears*.

(h) *Sears* allows the classifier to use certain headings which are not listed. The kind of headings to be added are listed in the introduction to *Sears*. Always note these new headings when they are being added for the first time in their proper location in *Sears*.

(i) It is most important to be consistent and uniform in assigning subject headings.

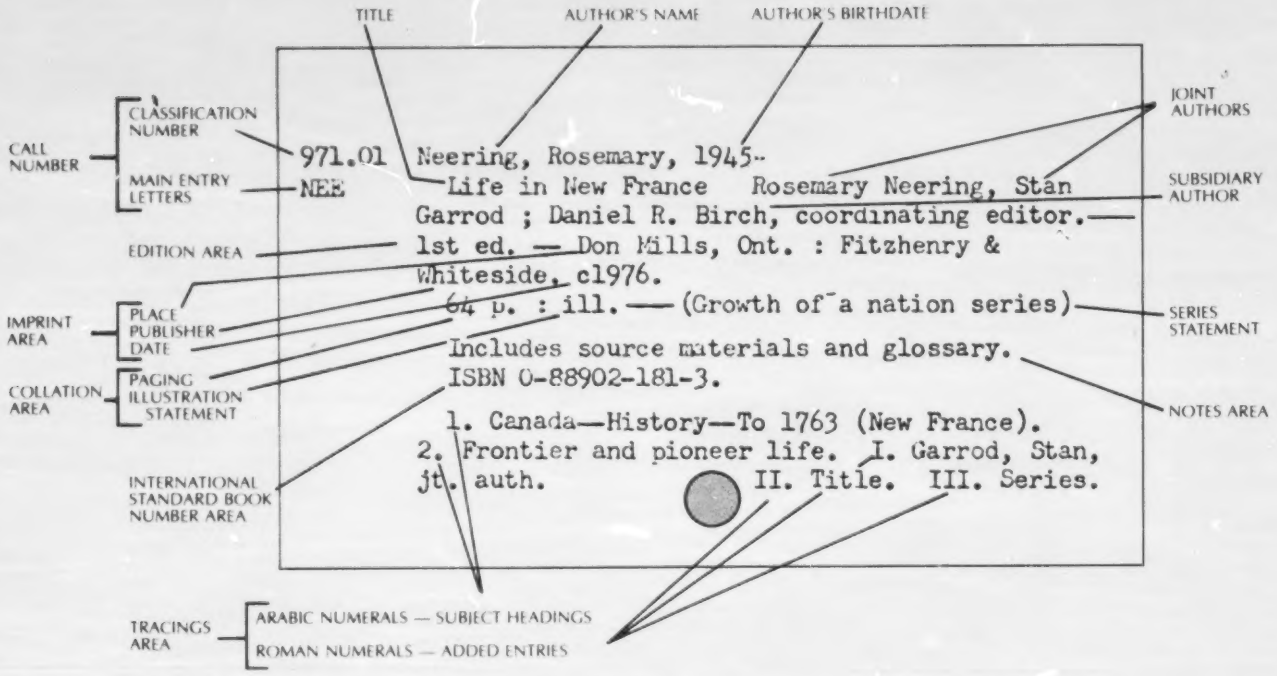
5. **Types of Catalogue Cards for Books.**

A new card format has been introduced following the publication in 1974 of the *Anglo-American Cataloging Rules Revised Chapter 6* in order that cataloguing be compatible with international bibliographic practice and with computer-based systems. This format differs from the previous one mainly in the punctuation of the cards. A sample card set, based on the unit card principle, is included in anticipation that the commercial card producers will switch to the new format.

41

(a) **Sample card set for non-fiction books:**

(i) Main entry card




(ii) Subject card

CANADA--HISTORY--TO 1763 (NEW FRANCE)
971.01 Neering, Rosemary, 1945-
NEE Life in New France / Rosemary Neering, Stan
Garrod ; Daniel R. Birch, coordinating editor.—
1st ed. — Don Mills, Ont. : Fitzhenry &
Whiteside, c1976.
64 p. : ill. — (Growth of a nation series)

Includes source materials and glossary.
ISBN 0-88902-181-3.

1. Canada—History—To 1763 (New France).
2. Frontier and pioneer life. I. Garrod, Stan,
jt. auth. II. Title. III. Series.

42

5(a) Cont'd.

(iii) Subject card

FRONTIER AND PIONEER LIFE
971.01 Neering, Rosemary, 1945-
NEE Life in New France / Rosemary Neering, Stan Garrod ; Daniel R. Birch, coordinating editor. — 1st ed. — Don Mills, Ont. : Fitzhenry & Whiteside, c1976.
64 p. : ill. — (Growth of a nation series)

Includes source materials and glossary.
ISBN 0-88902-181-3.

1. Canada—History—To 1763 (New France). 2. Frontier and pioneer life. I. Garrod, Stan, jt. auth. II. Title. III. Series.

(iv) Added entry card (Joint author)

Garrod, Stan
971.01 Neering, Rosemary, 1945-
NEE Life in New France / Rosemary Neering, Stan Garrod ; Daniel R. Birch, coordinating editor. — 1st ed. — Don Mills, Ont. : Fitzhenry & Whiteside, c1976.
64 p. : ill. — (Growth of a nation series)

Includes source materials and glossary.
ISBN 0-88902-181-3.

1. Canada—History—To 1763 (New France). 2. Frontier and pioneer life. I. Garrod, Stan, jt. auth. II. Title. III. Series.

(v) Added entry card (Title)

Life in New France.
971.01 Neering, Rosemary, 1945-
NEE Life in New France / Rosemary Neering, Stan Garrod ; Daniel R. Birch, coordinating editor. — 1st ed. — Don Mills, Ont. : Fitzhenry & Whiteside, c1976.
64 p. : ill. — (Growth of a nation series)

Includes source materials and glossary.
ISBN 0-88902-181-3.

1. Canada—History—To 1763 (New France). 2. Frontier and pioneer life. I. Garrod, Stan, jt. auth. II. Title. III. Series.

5(a) Cont'd.

Growth of a nation series.
971.01 Neering, Rosemary, 1945-
NEE Life in New France / Rosemary Neering, Stan Garrod ; Daniel R. Birch, coordinating editor. — 1st ed. — Don Mills, Ont. : Fitzhenry & Whiteside, c1976.
64 p. : ill. — (Growth of a nation series)

Includes source materials and glossary.
ISBN 0-88902-181-3.

1. Canada—History—To 1763 (New France). 2. Frontier and pioneer life. I. Garrod, Stan, jt. auth. II. Title. III. Series.

(vi) Added entry card (Series)

971.01 Neering, Rosemary, 1945-
NEE Life in New France / Rosemary Neering, Stan Garrod ; Daniel R. Birch, coordinating editor. — 1st ed. — Don Mills, Ont. : Fitzhenry & Whiteside, c1976.
64 p. : ill. — (Growth of a nation series)

780001

1. Canada—History—To 1763 (New France). 2. Frontier and pioneer life. I. Garrod, Stan, jt. auth. II. Title. III. Series.

(vii) Shelf list card

The distinguishing characteristic of the shelf list card is that it records the identification numbers for all copies of the title. Additional information after each identification number, such as the date of acquisition, source, and price, is sometimes added.

The identification number is a sequential number unique to each item in the school library and is used in place of copy numbers, which often prove confusing in the circulation process. Take care that a number is not used twice, but do not be concerned if one or more numbers in the sequence are missed. To eliminate the need for recording the date of acquisition, place the year the item was acquired before the sequential number. Thus, if the book *Life in New France* were the first title handled in 1978, it would be given the number 780001 as shown above, and the second item would be 780002, and so on. An automatic numbering machine is useful for marking the shelf list card, the book card, the pocket and the title page. Further information on use of the identification number in circulation procedures appears in Chapter X.

5(b) **Analytical cards for books.**

An analytical card lists a part of a work, or series of works, for which another comprehensive entry is made.

The part to be analyzed may be a complete volume of a set or it may be just a few pages. School libraries may find analytical cards a useful means of obtaining the most value from a limited collection. Although the examples given here refer to books, the same method can be applied to nonprint learning resources.

5(b) Cont'd.

(i) Main entry card

812
THR
Three worlds of drama / edited by John Powell Livesley. — Toronto : Macmillan Co. of Canada, c1966.
268 p. : ill.

CONTENTS: Wouk, H. The Caine mutiny court-martial.—Mitchell, W. O. The black bonspiel of Wullie MacCrimmon.—Williams, T. The glass menagerie.—Study and performance.

1. American drama. 2 Canadian drama. I. Livesley, John Powell, 1928- ed. (Auth. anals. as per contents note)

Following are the short form analytical entries for one of the plays contained in the above book.

(ii) Author analytic (short form)

812
THR
Mitchell, William O.
The black bonspiel of Wullie MacCrimmon / by William O. Mitchell.

(In Three worlds of drama. Toronto, c1966. p. 102-176)

1. Canadian drama. I. Title.

(iii) Subject analytic (short form)

CANADIAN DRAMA
812
THR
Mitchell, William O.
The black bonspiel of Wullie MacCrimmon / by William O. Mitchell.

(In Three worlds of drama. Toronto, c1966. p. 102-176)

1. Canadian drama. I. Title.

5(b) Cont'd.

The black bonspiel of Wullie MacCrimmon.
812 Mitchell, William O.
THR The black bonspiel of Wullie MacCrimmon / by William O. Mitchell.

(In Three worlds of drama. Toronto, c1966. p. 102-176)

1. Canadian drama. I. Title.

(iv) Title added entry for author analytic

226 Bible. N.T. Luke. English. Barclay. 1975.
BIB The Gospel of Luke / William Barclay. -- Rev. ed. — Toronto : G. R. Welch Co., 1975.
x, 300 p. — (The Daily study Bible)

1. Bible. N.T. Luke—Commentaries.
I. Barclay, William. II. Series.

c) Uniform title cards.

There are a number of well known anonymous works which are often published under varying titles. If they are entered under the varying titles they become scattered throughout the catalogue. To prevent this, a uniform title is used. Normal indention used for author entries is also used for uniform titles. Examples of uniform titles are Mother Goose, Robin Hood, Arabian Nights, Beowulf, and the Bible, for which an example is given above.

5(d) **Sample main entry for fiction.**

HAR Harris, Christie, 1907-
Secret in the Stlalakum Wild / Christie Harris ; illustrated by Douglas Tait. — Toronto : McClelland and Stewart, 1972.
186 p. : ill.

Moran, who is considered too young to help Aunt Sarah study about Indian beliefs, sets out on an adventure which leads her to strange beings possessing supernatural power.
ISBN 0-7710-4014-8.

1. Supernatural-Fiction. I. Tait, Douglas, ill. II. Title.

6. **Types of Catalogue Cards for nonprint learning resources.**

Commercial processing of nonprint materials is less consistent than that for books, as the rules and format for nonprint catalogue cards are still being debated. *Non-book Materials* and *Standards for Cataloging Nonprint Materials* provide comprehensive rules and examples for all media. There are many similarities between print and nonprint cards, but the variations become apparent when considering an item's physical description. The following examples illustrate this point.

6(a) **Sample main entry cards for nonprint learning resources.**

(i) Filmstrip, with accompanying media, under corporate main entry

917.1 National Geographic Society.
NAT Canada. [Filmstrip] / National Geographic Society. — Washington : The Society, c1976.
5 rolls : col. ; 35 mm. & 5 cassettes (4-track. mono. ca. 65 min.), and 5 teacher's guides.

CONTENTS: The Atlantic provinces. 49 fr.— Quebec. 52 fr.—Ontario. 53 fr.--The Prairie provinces and the Northwest Territories. 52 fr.— British Columbia and the Yukon Territory. 47 fr.

1. Canada—Geography. I. Title.

6(a) Cont'd.

```
918.1   Roberts, A       B
ROB       The Brazilian highlands. [Filmstrip] /
        A. B. Roberts. — Toronto : Sye, [c1968].
          56 fr. : col. ; 35 mm. & ½ cassette
        (4-track. mono. 12 min.), and teacher's
        guide. — (Living in South America today)

          With: The Amazon basin. [Filmstrip].

          1. Brazil—Description and travel.  I. Title.
        II. Series.
```

(ii) Filmstrip, with accompanying media, under author main entry

```
152.4   Your emotions. [Filmstrip]. — Toronto :
YOU       Moreland-Latchford, c1973.
          4 rolls : col. ; 35 mm. & 4 cassettes (4-track.
        mono. ca. 60 min.), and teacher's guide.

          CONTENTS: Your fear. 59 fr.—Your anger.
        61 fr.—Your envy. 57 fr.—Your frustration.
        56 fr.

          1. Emotions.
```

(iii) Filmstrip, with accompanying media, under title main entry

```
330     Market : a simulation game. [Game]. —
MAR       [Montreal] : Benefic Press, 1971.
          Various pieces & manual. — (Economic man)

          SUMMARY: For use in teaching profit and
        loss, beginning budgeting, supply and demand.

          1. Economics.  I. Series.
```

(iv) Game, under title main entry

6(a) Cont'd.

(v) Kit, under title main entry

549
ROC

Rocks and minerals kit. [Kit] / made by National Film Board of Canada. — Ottawa : Dept. of Mines and Technical Surveys, [1964?].
1 chart, 3 filmstrips, 1 map, 5 pamphlets, 13 rocks and minerals, and manual.

1. Mines and mineral resources—Canada. 2. Mineralogy. 3. Rocks. I. National Film Board of Canada.

(vi) Map, under title main entry

912
CAN

Canada. [Map]. — Ottawa : Dept. of Energy, Mines and Resources, Surveys and Mapping Branch, 1970.
1 map : col. ; 91x104 cm.

1:6,336,000.
Lambert conformal conical projection, standard parallels 49° and 77°; modified polyconic projection north of latitude 80°.

1. Canada—Maps. I. Canada. Dept. of Energy, Mines and Resources. Surveys and Mapping Branch.

(vii) Microform, under author main entry

813
STI

Stich, Klaus Peter
Immigration and the Canadian west : from propaganda to fiction. [Microform] / Klaus Peter Stich. — Ottawa : National Library of Canada, 1975.
4 fiche ; 10.5x14.8 cm. — (Canadian theses on microfiche ; no. 21566)

Thesis (Ph.D.)—York University, 1974.

I. Title. II. Series.

6(a) Cont'd.

917.19 ARC
Arctic IV. [Motion picture]. — Toronto : National Film Board of Canada, 1975.
1 reel, 58 min. : sd., col. ; 16 mm.

CREDITS: Producer, Colin Low; director, James de B. Domville.
SUMMARY: From Canada's top of the world, a film report of a new and daring step toward an understanding of what lies under the Arctic ice.

1. Arctic regions. I. National Film Board of Canada.

(viii) Motion picture, under title main entry

971 NEE
Neering, Rosemary, 1945-
Growth of a nation. [Picture] / Rosemary Neering ; Daniel Birch. — Don Mills, Ont. : Fitzhenry & Whiteside, c1973.
29 study prints : col. and b&w ; 33x48 cm. & teacher's guide.
Text on verso of prints.
CONTENTS: The fur trade.—Early settlers.—The North-West Mounted Police.—Homesteading on the prairies.—The coming of the railway.—The growth of British Columbia.
1. Canada—History. I. Birch, Daniel R., ed. II. Title.

(ix) Picture set, under author main entry

552 ROC
Rocks of Western Canada. [Realia]. —
Calgary : Geofossil Canada, [197-?].
20 specimens & manual.

Issued in a compartmentalized tray (40x28x5 cm.)

1. Rocks.

(x) Realia, under title main entry

6(a) Cont'd.

(xi) Slide set, under artist main entry

759.11
WIL

Wilson, Joanna S.
The Kwakiutl of Alert Bay. [Slide] / Water-colours by Joanna S. Wilson. — Toronto : National Film Board of Canada, 1975.
20 slides : col. ; 5.1x5.1 cm. & manual. — (Archives Canada series)

1. Paintings, Canadian. 2. Kwakiutl Indians. I. Title. II. Series.

(xii) Video-recording, under author main entry

971.1
TOW

Townsend, Marie
A study of experiences in a rich and full life. [Videorecording] / Marie Townsend ; interviewer, Cheryl Pierson. — Vancouver : Oral History Project, 1973.
1 cassette, 60 min. : sd., b&w ; 1.9 cm.

SUMMARY: Reminiscences of a British Columbia pioneer.

1. British Columbia—History. I. Pierson, Cheryl. II. Title.

(xiii) Sound recording, under title main entry (performer note)

784
JEA

Jeanette MacDonald and Nelson Eddy favorites in hi-fi. [Sound recording]. — Montreal : RCA Victor, LPM 1738, 1959.
1 disc, 30.7 cm. : 33 1/3 rpm. ; stereo.

Orchestra conducted by David Rose.

1. Vocal music.

6(a) Cont'd.

292
MAC
MacBean, Valerie
Demeter : a heroine story ; Dionysos : a hero story. [Sound recording] / Composition of myths and narration by Valerie MacBean. — Vancouver : Zoë Productions for Children, RR29054, [1974?].
1 disc, 30.7 cm. : 33 1/3 rpm. ; mono. — (The Greek myth series ; v. 2)

Beryl Hardstaff, recorder, with percussion and harp.

1. Mythology, Classical. I. Title. II. Title: Dionysos. III. Series.

(xiv) Sound recording, under author main entry (performer note)

785.7
SHO
Shostakovich, Dmitriĭ, 1906-1975.
[Trio, piano & strings, no. 2, op. 67, E minor] [Sound recording].
Trio, opus 67 for piano, violin and violoncello / D. Shostakovich. — Toronto : CBC Broadcast Recording, SM 288, c1975.
½ disc, 30.7 cm. : 33 1/3 rpm. ; stereo.

With: Smetana, B. Trio, piano & strings, op. 15, G minor.
Tsutsumi Trio.

1. Chamber music. 2. Piano music. I. Title.

(xv)

785.7
SHO
Smetana, Bedřich, 1824-1884.
[Trio, piano & strings, op. 15, G minor] [Sound recording].
Trio in G minor, opus 15 for violin, cello and piano / B. Smetana. — Toronto : CBC Broadcast Recording, SM 288, c1975.
½ disc, 30.7 cm. : 33 1/3 rpm. ; stereo.

With: Shostakovich, D. Trio, piano & strings, no. 2, op. 67, E minor.
Tsutsumi Trio.

1. Chamber music. 2. Piano music. I. Title.

(xvi)

(xv) and (xvi) Two sound recordings on one record, under composer main entry. May have separate entries for works of more than one composer issued without a collective title.
(uniform title) ("with" note) (performer note)



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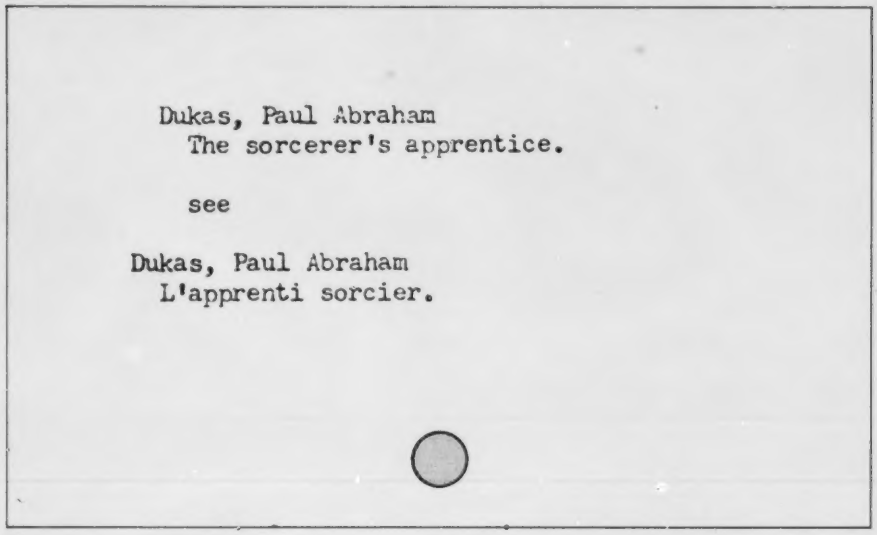
6(b) **Analytical cards for nonprint learning resources.**

When it is worthwhile to identify some parts of these resources, for example, an individual filmstrip in a kit or even one particularly significant slide in a slide set, the same method should be followed as for books: see this chapter, part 5(b), pages 31-33.

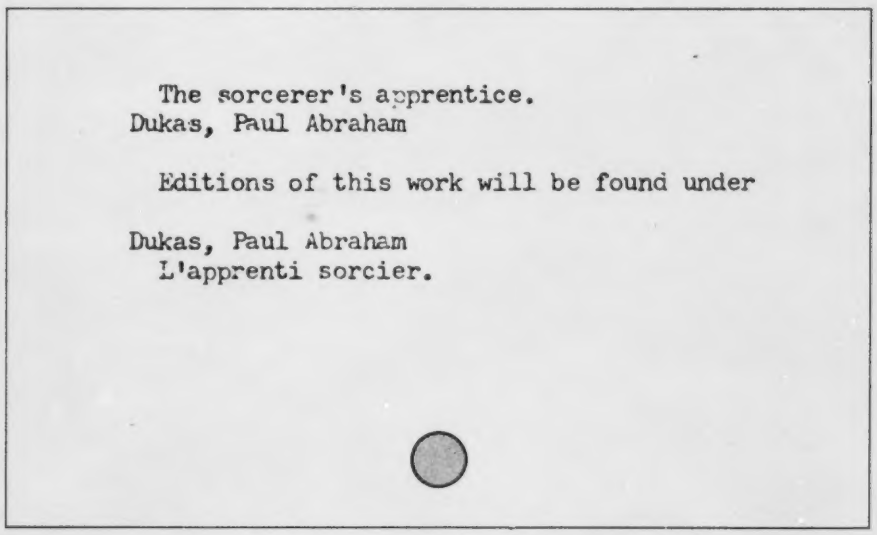
6(c) **Uniform title cards.**

As with books, some well known works appear under varying titles. To avoid the scattering of information that would occur if these varying titles were used, uniform titles are established and the appropriate cross references entered in the catalogue, as the following examples demonstrate.

(i)




(ii)



L'apprenti sorcier.
Dukas, Paul Abraham

Editions of this work will be found under the composer's name.

(iii)

7. **The Vertical File.**

*The Vertical File and its Satellites* includes information on processing and circulating vertical file material (e.g., pamphlets, clippings and pictures). Many teacher-librarians arrange the vertical file by subject, using *Sears List of Subject Headings* so that catalogued learning resources and the vertical file are correlated. As *Sears* was primarily set up for books, its headings tend to be much too general for the great variety of pamphlets and clippings that come from various sources. Additional headings may be used provided a careful record is kept of those used.

The following may be used as sources for these headings: *Subject Headings for Vertical Files, Reader's Guide to Periodical Literature, Canadian Periodical Index, Canadian Subject Headings, Vertical File Index*.

A small rotary file on top of the vertical file cabinets, containing all the subject headings used, as well as the cross-references, can be a useful tool for both staff and students.

Arrangement by Dewey classification number is preferred by some, as it permits materials on similar topics to be filed near one another. However, some literature in the field does not recommend this method for, like Sears subject headings, Dewey numbers tend to be far too broad to deal effectively with pamphlets, clippings, and pictures, which are usually an in-depth treatment of a single concept.

C. **Cross references.**

1. **To materials in various locations**

The main catalogue should contain guide cards indicating that certain materials will be found in locations other than the shelves. The following samples illustrate guide cards for both subject arrangement and Dewey classification of vertical files and collections of other materials whose format requires separate storage.

British Columbia

see also

additional material to be found
under this subject heading in the
special collections indicated below

__✓__Maps ____Pictures

____Microform __✓__Vertical File

Sample card showing location of materials arranged by subject

Sample card showing location of materials arranged by Dewey

British Columbia

see also

additional materials on this subject
under the classification number 917.11
in the special collections indicated below

✓ Maps ____ Pictures

____ Microforms ✓ Vertical File

2. **To other parts of the card catalogue.**

By using **see** and **see also** references in the main catalogue, the teacher-librarian may provide added information that may be used to find materials. Use *Sears List of Subject Headings* in establishing cross references for subjects. Commercially prepared cross reference cards are available from Woods Library Publishing Co.

**See** references are made from terms which are in light face print in *Sears*. They are not used as subjects, although users might conceivably look under such a heading. They should find a **see** reference from the term not used to a term which is used in the catalogue.

**See also** references are made from bold face headings in *Sears*. They are additional headings which will give the user further material on a given subject. Spacing and type size for cross reference cards are as follows:

Direct "see" reference

Canadian Northwest

see

NORTHWEST, CANADIAN

Government

see

POLITICAL SCIENCE; and names of countries, cities, etc. with the subdivision POLITICS AND GOVERNMENT, e.g. CANADA--POLITICS AND GOVERNMENT; etc.

Direct and General "see" reference

Gordon, Charles William

see

CONNOR, RALPH

Name cross reference

Handbooks, manuals, etc.

see

General subjects with the subdivision HANDBOOKS, MANUALS, ETC., e.g. RADIO--HANDBOOKS, MANUALS, ETC.

General "see" reference

Direct "see also" reference

GEMS

see also

JEWELRY
PRECIOUS STONES

Direct and General "see also" reference

HISTORY

see also

ARCHEOLOGY; CIVILIZATION; POLITICAL SCIENCE; also names of countries, provinces, states, etc. with the subdivision HISTORY, e.g. CANADA—HISTORY; BRITISH COLUMBIA—HISTORY

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## D. Arrangement of entries in the catalogue.

The teacher-librarian may wish to develop a dictionary arrangement for entries in the card catalogue. In such an arrangement all entries are combined word by word into one alphabetical file.

Another useful arrangement is the divided catalogue whereby entries are separated, (a) authors (including illustrators and editors) and titles (including series titles) in one catalogue; subject entries in another, or (b) authors in one, titles in a second, subjects in a third. A variation of this is to place all types of cards in the same catalogue but divide them into the three areas (authors, subject, title), drawer by drawer, thus making each type more accessible by spreading it over all drawers rather than just a few. The divided catalogue permits a simpler filing system and reduces user frustration. Clear directions posted above or near the catalogue should be provided to promote its independent use. The authority for filing rules is the *ALA Rules for Filing Catalog Cards*.

## E. Integration of the catalogue.

All materials, print and nonprint, should be subject to the same cataloguing rules. Adaptions should be made only when the nature of the material warrants it. In cataloguing nonprint materials, always consider the content over the format. No attempt should be made to colour code nonprint materials, nor should there be any code in the call number, for if some system coding is used, it destroys the idea of an integrated catalogue because it isolates nonprint resources. Additional information which may be needed by the library staff for its own use should be placed on the shelf list card, e.g., type of binding, reading level, special location.

## F. Shelving.

To ensure easy access to the collection, make the number of variables in shelving resources as few as possible.

(a) All materials, regardless of format, should be properly catalogued to provide good access to, and easy retrieval of, the information contained in the learning resources.

(b) No matter what the reading level of the materials, they should be shelved together. Students seek resources at their own level of interest and comprehension, not a level which has been arbitrarily determined for them by the nature of their shelving. Individualization is not encouraged by segregated shelving.

(c) Paperback books are an essential factor in a school library collection and economic factors demand that they be treated as hardcover books have traditionally been treated although modifications in the cataloguing of fiction may be desirable. Although such cataloguing will increase user accessibility, it can be severely inhibited if wire racks, useful for special display purposes, are used for permanent storage.

## G. Maintenance.

Extensive repairs should not be undertaken. Simple repairs to tears or breaks can be done by clerical aides, student helpers, or parent volunteers. Appropriate materials to effect minor repairs may be purchased from supply firms who also have booklets available which demonstrate easy techniques. (See page 26 for names of suppliers.)

Some books in every collection may well be worth the money spent having them rebound. However, before they are sent to a bindery, the following should be considered:

(a) Date of publication — can it be replaced with a newer edition? Exceptions are books which are no longer in print, which are valuable to the collection, or which deal with local history and are irreplaceable.

(b) Cost — in many instances it will be found advisable to replace books with new copies rather than having old ones rebound.

(c) Format — there must be a sufficient inside margin to allow cutting and regluing.

There may be some instances when it is worthwhile having periodicals bound but careful consideration should be given to the questions of whether the material has lasting value, is available in microform, is accessible through indexes, and the cost.

The following companies will supply current information on their prices and services so that a realistic decision can be made as to whether the investment is warranted:

Academic Book Binding
General Binding Corporation (Canada) Ltd.
North-West Bindery Ltd.
Parkland Bookbindery
Western Library Services Ltd.

## CHAPTER X

# CIRCULATION AND SECURITY PROCEDURES

No one set of procedures will meet the needs of all school libraries. The enrolment of the school, age of the students, program, size of the collection, and established practices within any given library must be considered before any major changes of practice can be established. *Steps to Service* offers a number of suggestions as do other basic manuals.

Circulation and security procedures should be as simple as possible to encourage use of the resources, but strict enough to ensure reasonable maintenance of the collection. Following are some suggestions both on circulation and security for consideration in establishing school policy.

### A. Identification numbers.

For both print and nonprint materials, the use of identification numbers is one way to help circulation procedures. For books, the selected identification number (see further details on Page 31) is placed on the upper right hand corner of the book card and book pocket, as well as on the title page. It is important to remember that each book has a unique number even if it is a volume in a set of encyclopedias or a duplicate copy of a title. For nonprint materials the pocket, card and all items in the kit are stamped with the same number. Identification numbers can also be used with circulating periodicals and vertical file materials; if a form or sign out book is used, instead of a pocket and card for these items, allowance should be made for the identification number to be noted as well as the title.

### B. Overdue learning resources.

Difficulties in collecting overdue materials exist in most schools. There does not seem to be any answer which will meet the needs of every school. The following suggestions may be adapted to meet specific needs.

(a) If there is a home room period, lists may be prepared once or twice a week or as often as necessary, and distributed to teachers.
(b) If there is no home room period, a particular period during the day may be used to distribute lists.
(c) In large schools, where it is often difficult to locate students, it may be necessary to contact them through the office.
(d) On occasion it may be necessary to send an administrative letter to the parents. This should be used only when all other reasonable means of attempting to retrieve the overdue materials have failed.

### C. Compensation for lost or damaged materials.

A consistent policy should be adopted regarding compensation for lost or damaged materials. The borrower, whether student or teacher, should assume a responsibility for ensuring the maintenance of the collection.

### D. Reducing the loss of learning resources.

Losses may vary from one school library to another, and are usually greater in secondary schools than in elementary. Attempts should be made to keep losses to a minimum so that funds, which might otherwise be spent in acquiring new titles, are not directed to purchasing replacements. While losses may indicate that the collection is useful and appealing, this does not justify a lack of concern by the school staff for a situation that reduces the capacity of the school library to meet the needs of its users. There are a number of ways to reduce losses which should be considered.

1. **Planning of assignments.**

Classroom teachers and librarians should, during the planning stages of an assignment, identify the type and amount of materials necessary for students to meet the objectives of the assignment. If sufficient learning resources are not available, the assignment should be adapted to available materials or additional items should be borrowed from other libraries.

2. **Increased staff supervision.**

Additional support staff, paid and/or voluntary, frees the professional staff of the school library to be with teachers for more effective planning of assignments, and to be with students for more assistance in locating appropriate materials.

3. **Planning of the facility.**

One main entrance/exist area should be provided, with additional alarm-equipped fire exits to be used only in emergencies. Circulation and work areas should be located near exits to permit adequate supervision.

4. **Microforms for periodicals.**

At the secondary level, back issues of indexed periodicals purchased in microform eliminates the need to maintain a complete collection of original issues. To fully utilize microform, a reader/printer is desirable.

5. **Circulation systems for reference materials.**

One method of protecting reference materials is to restrict access by making them available only on request and/or not allowing circulation outside the library, while another approach is to allow everything to circulate. Open access with full circulation is preferred to restrictive practices. However, if limited borrowing is considered necessary, low-cost photocopying services should be provided to allow users to duplicate the material required.

6. **Intruder alarms.**

Intruder alarms should be installed as part of a total school security system, not just in the library.

7. **Law enforcement.**

Laws and school rules regarding theft should be applied if necessary. Apparent theft may be regarded as an honest mistake the first time, but further cases should result in disciplinary action. Such action should be taken within the framework of the overall school policy, and might include consultation with parents or guardians.

8. **Awareness of losses.**

Teachers and support staff should be made aware of the extent of losses in the library and should be encouraged to develop a co-operative attitude toward solving the problem.

9. **Security systems.**

Some secondary school libraries have found it necessary to investigate and implement more complex security safeguards than those mentioned above. One of the most difficult problems is determining whether such systems are necessary. Using the current inventory as the statistical base, such general criteria should be applied as the per student budget allotment, the size, type, age, and usefulness of the collection and the percentage yearly loss through theft.

Although the size of the loss is useful to note, as well as the actual value of the items lost, the ratio of per student funds to the percentage of loss may indicate the seriousness of the problem better than the percentage figure in isolation.

If the effect of losses on collection development for the school library program is significant then the types of security systems available should be investigated. There are two basic types which may work in a school.

(a) **Limited access systems.**

This may range from a controlled turnstile to a coat and briefcase depository. Such systems require constant close supervision and make unusual demands on support staff, especially student volunteers, should any dispute arise over the necessary rigorous regulations. These regulations are difficult to determine, may be virtually impossible to enforce, and may make it so difficult for students to use the library that they will not bother to enter.

(b) **Electronic detection systems.**

By making the majority of items in the collection sensitive to an electronic scanner, these systems place restrictions only on those students who attempt to remove materials from the library which have not been properly checked out. While the initial installation costs of these systems may seem high, they must be balanced against the drain on the learning resource budget caused by the need to replace losses. Electronic systems are easily supervised and have proven to be very effective in retarding theft. However, before any decision is made to install a system, staff and student support should be gained through careful explanations of the need for it. Community support may also prove valuable. Electronic detection systems are marketed in Canada by Checkpoint Systems Inc., Knogo Corporation, and 3M Canada Ltd., and detailed information can be obtained from these companies to determine the suitability of each system for a particular school library.

(Some of the material in this chapter has been adapted from *Security: Secondary School Resource Centres*.)

# Appendices

APPENDIX A

## SAMPLE POLICY FOR THE SELECTION OF LEARNING RESOURCES

It is recommended that this be the basic document from which selection policies can be prepared and established within each B.C. school district. It is not intended that this be used without serious consideration of the local district situation, and amendments should be made if necessary. However, it must be noted that the steps involved in considering citizen complaints should not be altered, as they are carefully structured to allow a maximum of consideration to be given within a rational and unemotional atmosphere. All parties must be left with the understanding that they have been reasonably treated and that the complaint has been thoroughly and fairly dealt with.

It is especially important that the lines of authority be clearly defined and that, after all efforts to resolve problems at the school level are exhausted, the final decision on any question of an item's suitability in a school library collection rests with the elected representative of the community — the School Board. Similarly, it should be understood that, with the adoption of this document, it is the responsibility of each teacher-librarian to adhere to the principles of selection as outlined.

**NOTE:** The following "sample policy" is for the guidance of School Boards only, nor need it be the policy adopted by School Boards to deal with such issues.

### 1. Objectives of Selection

A collection of learning resources assists students to acquire and strengthen skills in reading, observing, listening, and communicating ideas. Learners interact with others, develop a spirit of inquiry and a capacity for self-evaluation, and achieve greater self-motivation and self-discipline. With a quality school library program, a school can encourage its members to participate in exciting and rewarding experiences that satisfy both individual and instructional purposes.

To these ends, the Board of School Trustees of School District No. ( ) affirms that it is the responsibility of the school library to:

— provide learning resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served
— provide learning resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards
— provide as wide a variety of learning resources as possible to enable students to develop the practice of critical analysis and make intelligent judgments in their daily lives
— provide learning resources representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and to the world community.

It is understood that these learning resources are selected and made accessible by the teacher-librarian with the understanding that principle is placed above personal opinion, and reason above prejudice.

### 2. Criteria for the Selection of Learning Resources

The needs of the individual school based on a knowledge of the curriculum and the existing collection are given first consideration. Requests from staff and students are given consideration also.

Learning resources for purchase include books, periodicals and their supporting indexes, newspapers and r news digest service, charts, dioramas, pamphlets, pictures, maps, atlases, globes, filmstrips, slides, transparencies, motion picture films, sound recordings, video-recordings, microform materials, games, models, museum objects or replicas, and realia of various kinds.

Learning resources for purchase are considered on the basis of:

— appropriateness to educational goals
— timeliness or permanence
— importance of the subject matter
— quality of the writing/production
— readability and/or popular appeal
— authoritativeness
— reputation of the publisher/producer
— reputation and significance of the artist/composer/producer
— format
— price.

3. **Procedures for Selection**

In selecting learning resources for purchase, the teacher-librarian evaluates the existing collection and consults:
— reputable, unbiased professionally prepared selection aids
— specialists from all departments and/or grade levels.

In specific areas the teacher-librarian follows these procedures:
— judges gift items by basic selection standards and accepts or rejects them by the standards
— purchases multiple copies of outstanding and frequently used items
— periodically replaces worn or missing standard items
— withdraws out-of-date or no longer useful learning resources from the collection.

4. **Challenged Learning Resources**

Despite all care taken to select valuable learning resources for student and teacher use, and the qualifications of the persons who select the learning resources, an objection may be made to an item in the school library collection.

To maintain the school's responsibility to provide a viable collection, an objection to the inclusion of any item shall be examined.

The principles of the freedom to read and of the professional responsibility of the staff must be protected within the limits of sound judgement applied to carefully conceived and clearly described selection criteria which take into account the functions and legal responsibility of the public school.

5. **Policy for Dealing with Challenged Learning Resources**

In accordance with the above statements, the Board has adopted the following policy for dealing with challenged learning resources:

a. That the final decision for controversial learning resources shall rest with the Board of School Trustees after careful examination and discussion of the items with school officials and anyone else the Board may wish to involve.
b. That no parent or group of parents has the right to determine reading, viewing, or listening matter for students other than their own children.
c. The Board does, however, recognize the right of an individual parent to decide that his/her child not have access to a given item, provided a written request to that effect is made to the appropriate principal.
d. Any parent who wishes to request reconsideration of any item in the school library for children other than his/her own, if direct contact with the teacher-librarian has failed to satisfy his/her objections, must make such a request in writing on the form **Request for Reconsideration of Learning Resources.**
e. A committee — comprising a school trustee, an administrator, a teacher-librarian, a classroom teacher, and a member of the community, appointed by the district superintendent — shall review the item and the complaint and judge whether the former conforms to the principles of selection stated above. The committee shall proceed under the following guidelines:
   — examine the specific complaint
   — examine the learning resource referred to it
   — check general acceptance of the item by reading reviews
   — weigh values and faults against each other and form opinions based on the material causing the complaint
   — meet to discuss the learning resource and prepare a written report on it.
f. The committee shall confer with the complainant and the teacher-librarian involved regarding the complaint following the completion of the review.
g. The committee's recommendations shall be forwarded to the district superintendent, who shall, in turn, submit them to the Board of School Trustees.

# REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

Title of work: _____

Author/Publisher/Supplier: _____

Type of material: _____

Request initiated by: _____

Address: _____

_____ Telephone: _____

Complainant represents:

- ☐ himself/herself
- ☐ (Name organization or group): _____

1. Did you read, view or hear the entire work? _____

If not, which parts? _____

2. To what in the work do you object? Please be specific; cite pages or sections.

3. Is there anything of value in this work?

4. What do you feel might be the result of reading, viewing or using this work?

5. For what age group if any would you recommend this work? _____

6. What do you believe is the theme or purpose of this work? _____

7. Are you aware of critics' judgement of this work? _____

8. What would you prefer the school do about this work?

- ☐ Do not recommend or assign it to my child
- ☐ Withdraw it from all students

Date: _____ _____

(Signature of complainant)

# APPENDIX B

## PRINT AND NONPRINT SELECTION TOOLS

This section is based on three brochures (one for Elementary, one for Junior Secondary, and one for Senior Secondary schools) issued by the Department of Education in 1975 entitled *Selecting Learning Resources*. As stated in the preamble of each:

"The Department believes that suitable selection aids should be a first call on the school library budget."

The following list is an update of the above mentioned brochures. The list is arranged in two parts: current and retrospective. If the source is not Canadian, these recommendations need to be considered in relation to the Canadian point of view and British Columbia and local curricula. This is a basic list; information about additional selection tools will be found in publications such as *An Annotated Guide to Selection Sources for Secondary School Resource Centres*.

Entries include grade level as follows:

E — elementary J — junior secondary S — senior secondary

The country of origin is also listed, as are the prices for these publications as of February 1978.

### (1) Current Periodicals.

**Appraisal.** Children's Science Book Review Committee. 3/year.

EJS $8.25 U.S.A.

Scope: Critical signed reviews limited to science books (about 60 each issue). Arrangement is by author. Ratings are from excellent to unsatisfactory. Special features: Each title has two reviews, one by a librarian and one by a subject specialist, sometimes with conflicting opinions.

**BCSLA Reviews.** British Columbia School Librarians' Association. Occasional.

EJS Free with BCSLA membership Canada

Scope: Critical signed reviews, with full bibliographic description, of all media except periodicals. Print materials must be written by a B.C. author, be about B.C., or have been published in B.C. Nonprint materials must be performed or produced by a B.C. artist, be about B.C. or have been published in B.C. Ratings are from recommended to not recommended. Reviewers are mostly B.C. teacher-librarians. Curricular use and grade and reading levels are included. Arrangement is alphabetical by author.

**The Booklist.** American Library Association. Semi-monthly (one issue in August).

EJS $30.80 U.S.A.

Scope: Critical reviews, by committee and staff, of print and nonprint materials, with full bibliographic descriptions, subject headings, and Dewey classification. Recommended material only, except in the outstanding Reference and Subscription Books section which includes lengthy positive and negative reviews. "Children's Books," "Books for Young Adults," and all nonprint sections include grade levels and suggested curricular uses. Arrangement is by media, then alphabetical by author. Special features: Notable booklists and occasional subject bibliographies; new Canadian titles, in French and English, including reference works recommended for U.S. libraries, compiled and briefly annotated by Lee Ash; annual index in the August issue.

**Bulletin of the Center for Children's Books.** The University of Chicago Press. Monthly except August.

EJ $10 U.S.A.

Scope: Critical reviews, by committee, of fiction and nonfiction books (about 70 each issue). Full bibliographic descriptions. Ratings are from recommended to not recommended using six symbols. Reading level is given by grades. Curricular uses and developmental values are suggested. Arrangement is alphabetical by author. Special features: One professional adult bibliography per issue; annual index in the July issue.

**Canadian Materials.** Canadian Library Association. Tri-annual (Winter, Spring, Autumn).

EJS $10 Canada

Scope: Critical signed reviews of all types of learning resources produced in Canada or oriented to Canadian school curricula. Full bibliographic descriptions. Level of suitability is by grades and arrangement by broad Dewey categories. One section is for fiction and picture books. Special features: Cumulative index in volume I, II and III.

**Choix: Documentation Audio-Visuelle.** Le Centrale des Bibliothèques. 10/year.

JS $5 ($10 with annual cumulation) Canada

Scope: Recommended and not recommended French and French Canadian nonprint materials for secondary school students and adults. Bibliographic details and annotations are included.

**Choix: Documentation Imprimée.** La Centrale des Bibliothèques. 10/year.

JS $55 ($105 with annual cumulation) Canada

Scope: Recommended and not recommended French and French Canadian books for secondary school students and adults. Bibliographic details and annotation are included.

**Choix-Jeunesse: Documentation Audio-Visuelle.** La Centrale des Bibliothèques. Quarterly.

E $10 ($20 with annual cumulation) Canada

Scope: Recommended and not recommended French and French Canadian nonprint materials for pre-school and elementary school students. Bibliographic details and annotations are included.

**Choix-Jeunesse: Documentation Imprimée.** La Centrale des Bibliothèques. Quarterly.

E $10 ($20 with annual cumulation) Canada

Scope: Recommended and not recommended French and French Canadian books for pre-school and elementary school students. Bibliographic details and annotations are included.

**The Horn Book Magazine.** The Horn Book. Bi-monthly.

EJ $14.25 U.S.A.

Scope: Long signed reviews (average 90 per issue) of recommended books. Full bibliographic details. Emphasis is on fiction, picture books, folk tales, and legends. Brief attention is given in regular sections to science and young adult titles. Professional adult titles are reviewed each issue. New editions, re-issues of old titles, and recommended paperbacks are briefly annotated.

**In Review: Canadian Books for Children.** Ontario Provincial Library Service. Quarterly.

EJ $10/3 years Canada

Scope: Critical signed reviews (about 40 each issue) of Canadian fiction and nonfiction books suitable for children. Professional titles are also reviewed regularly. Full bibliographic descriptions. Arrangement is alphabetical by author. Broad subject is indicated in the margin. Reviews are by school and public librarians. No curricular uses, grade or reading levels are suggested. French language books are usually reviewed in French. Special features: One or two "Profiles" of Canadian authors and artists per issue; occasional subject bibliography inserts and reviews of Ontario government publications; annual index in the winter edition.

**Junior Bookshelf.** Marsh Hall. 6/year.

E $10 U.K.

Scope: Critical reviews of recent children's books published in Britain (about 140 per issue). Arranged by sections, e.g., "Picture Books" and "For children from Ten to Fourteen" and then alphabetically by author within those sections. No title index. Both recommended and not recommended titles are included. Special features: Articles on children's writers and illustrators.

**Kliatt Paperback Book Guide.** Kliatt Paperback Book Guide. Quarterly.

JS $25.50 U.S.A.

Scope: Descriptive to critical signed reviews (200-250 per issue) of recommended paperback originals and reprints with appeal to young adults. Full bibliographic descriptions. Arrangement is by five broad categories. Three major issues (Winter, Spring, and Fall) are magazine size; the free interim supplements are newspaper size. A new policy to include more juvenile books and more hobby and craft books was introduced in January, 1977.

**Library Journal.** R.R. Bowker. Semi-monthly (monthly July and August).

JS $22.50 U.S.A.

Scope: Positive and negative signed reviews (average 300 per issue) of fiction and non-fiction adult books. Full bibliographic descriptions. Arrangement is by broad subject headings. Reviews of professional titles appear regularly. "Magazines" column is an update of *Magazines for Libraries* (R.R. Bowker, 1972). Included also are articles and news notes on all aspects of librarianship. Frequent subject bibliographies and issue are devoted to special topics, e.g., reference. Three times a year, listings of "Books to Come," arranged by subject, are published. This is perhaps the most influential library periodical in the United States.

**MB Nubook Cards.** C & Y Associates. 5 times a year.

EJS $45 for E only; $45 for JS only; $85 for EJS U.S.A.

Scope: Summaries, on 7.5cm x 12.5cm cards, of reviews appearing in both American and Canadian selection tools. Full bibliographic information. Each mailing contains approximately 750 cards for combined elementary and secondary subscriptions. Coverage is mainly of books.

**Previews: Audiovisual Software Reviews.** R.R. Bowker. Monthly (September through May).

EJS $18.95 U.S.A.

Scope: Positive and negative signed reviews (150 or more each issue) of all types of nonprint materials: films, filmstrips, slides, games, kits, recordings, etc. Full bibliographic descriptions. Preview and rental information is included. Grade level and curricular uses are suggested. Arrangement is by media, then by subject. Special features: Annual non-critical awareness listing in March of new and forthcoming titles, arranged by broad subject, then by media.

**Quill and Quire.** Greey de Pencier Publications. 17/year.

EJS $16.50 (Bulk rates on request) Canada

Scope: Long critical signed reviews (about 50 per issue) of Canadian fiction and non-fiction books. Full bibliographic details. Arrangement is by broad subjects, including "Juvenile," then by title. A list of just-published titles appears monthly. Spring and Fall announcement issues include complete annotated listings, arranged by subject, of all new books published in Canada. Special features: Articles by and about Canadian authors, librarians, booksellers, and publishers; news of the Canadian book world, education, and school libraries; annotated lists of Canadian award-winning books. Included free with subscription are: (i) *Canadian Publisher's Directory*, two issues a year, which lists publisher's and wholesaler's names, addresses, telephone numbers, and the foreign lines they represent; (ii) *Canadian Basic Books*, a briefly annotated annual catalogue of over 2,600 books in print in English.

**School Librarian.** School Library Association. Quarterly.

EJS $25 to non-members (free to members) U.K.

Scope: Critical reviews of British books for both children and young adults as well as new British reference materials. Reviews are grouped by subject and by age level, and include both recommended and not recommended titles. Indexing is by author. Special features: Articles on developments in Britain and reviews of professional reference materials.

**School Library Journal: For Children's, Young Adult, and School Librarians.** R.R. Bowker. Monthly (September through May).

EJS $16.50 U.S.A.

Scope: Positive and negative signed reviews (about 250 each issue) of fiction and non-fiction books with frequent comparisons to other books of similar scope. Full bibliographic details. Grade level and curricular uses are suggested. Arrangement is by broad age groupings, including books for young adults. Professional titles are also reviewed regularly. Two issues a year feature "Books to Come" arranged by subject. Special features: Four or five stimulating articles per issue, news of the book world; practical suggestions; things to write for; Best Books of the Year lists; annual policy statement in September.

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**Science Books and Films.** American Association for the Advancement of Science. Quarterly.

EJS $19.95 U.S.A.

Scope: Positive and negative signed reviews of pure and applied sciences trade, text and reference books (about 250 per issue) and 16 mm films (about 40 per issue) intended for elementary, secondary and junior college students. Selected advanced and professional titles useful for reference are also included. Reviewers are subject specialists. Full bibliographic descriptions. Grade level codes and some curricular uses are suggested. Arrangement is by Dewey.

## (2) Basic Lists and Specialized Bibliographies.

Most Ministry of Education curriculum guides and resource books include bibliographies with which every teacher-librarian should be familiar.

**AAAS Science Book List Supplement.** American Association for the Advancement of Science, 1978. 480 p. $16.50

JS U.S.A.

Scope: This supplement to *AAAS Science Book List* 3rd ed. (AAAS, 1970) includes annotations of 2850 recommended mathematics and science books. Full bibliographic information and reading levels are given for each title.

**Adventuring with Books: A booklist for Pre-K — Grade 8.** Edited by Patricia J. Cianciolo et al. National Council of Teachers of English, 1977. ISBN 0-8141-0074-0 $3.95 (paper)

EJ U.S.A.

Scope: Recommended titles selected for combining "qualities of entertaining reading with literary merit," arranged by 14 broad subject categories. Entries include full bibliographic description, suggested grade levels and a descriptive annotation. Available paperback editions are noted. Directory of publishers and author and title index are included.

**Canadian Book Review Annual, 1975.** Edited by Dean and Nancy Tudor. Peter Martin, 1976. 304 p. ISBN 0-88778-133-0 $27.50

JS Canada

Scope: This is the first edition of annual publication aimed at providing an evaluative guide to English language Canadian books. All 682 titles included carry 1975 copyright dates, are reprints of books more than 10 years old or are translations published in 1975. Full bibliographic information is provided for each book and all reviews are signed. Arrangement is by key subject with additional access provided by an author, title and subject index. Weaknesses: As only those titles supplied by publishers are reviewed, the coverage is not complete. Also available *Canadian Book Review Annual*, 1976.

**Canadian Books for Young People.** Edited by Irma McDonough. University of Toronto Press, 1978. 131 p. ISBN 0-8020-4547-2 $7.50 (paper)

EJ Canada

Scope: A revised edition of the author's *Canadian Books for Children*, containing over 1,500 in-print books and magazines about Canada and Canadians published in Canada and elsewhere or written by Canadians on any subject. Full bibliographic data.

**Canadian Reference Sources: A Selective Guide.** Edited by Dorothy E. Ryder. Canadian Library Association, 1973. 185 p. ISBN 0-88802-093-7 $10

S Canada

Scope: Approximately 1,500 titles published up to December 1971. English, French and bilingual works. Annotations are all in English. Complete bibliographic data. *Canadian Reference Sources: Supplement* (edited by Dorothy E. Ryder. CLA, 1975. $7 paper ISBN 0-88802-106-2) adds new works published to December 1973. Both volumes have a broad classified arrangement. Indexed by author, subject, and title.

**Canadian Selection: Books and Periodicals for Libraries.** Edited by Edith Jarvi et al. University of Toronto Press, 1978. ISBN 0-8020-4554-5 $35.00

S Canada

Scope: A selective annotated bibliography, arranged by Dewey, of 4300 English language books and periodicals about Canada, published in Canada or written by Canadians.

**Canadiana.** Supply and Services Canada. Monthly. Free to Canadian libraries.

EJS Canada

Scope: Publications of Canadian origin or interest. In addition to material published in Canada it includes material published in other countries if written by Canadians or if Canadian in subject. Listed are books, theses, serials, pamphlets, recordings, films, filmstrips, federal and provincial publications. Arrangement is by type, then, in most sections, by Dewey. Cumulative index. Weaknesses: Not truly a selection source since entries are not selective or annotated. Intended as a cataloguing and order tool, it can be useful to create awareness.

**Elementary School Library Collection: A Guide to Books and Other Media, Phases 1, 2, 3.** Edited by Phyllis Van Orden, assisted by Lois Winkle. 11th ed. Bro-Dart Foundation, 1977. 780 p. ISBN 0-912654-10-4 $32.95

E U.S.A.

Scope: Approximately 10,000 recommended titles. Phases suggest priority of purchase. Entries are grouped in five broad areas: general reference, non-fiction, fiction, periodicals, and professional tools. Arrangement is within areas by Dewey. 1,593 nonprint titles: recordings, filmstrips, kits, charts, slides, etc. Print and nonprint materials are selected to complement each other and are integrated in arrangement. Each entry includes complete bibliographic description, a brief annotation, subject headings and, for most titles, interest and reading level (based on Fry Graph for Estimating Readability). Prefatory material explains selection and classificati n policies. Author, title, and subject indexes. Revised continually, with an annual edition or supplement, it should be replaced at least every two years.

**Guide to Reference Books for School Media Centers.** By Christine L. Wynar. Libraries Unlimited, 1973. 473 p. ISBN 0-87287-069-3 (hardcover) ISBN 0-87287-157-6 (paper). $17.50 (hardcover) $10 (paper)

EJS U.S.A.

Scope: 2,575 annotated entries arranged under 54 subjects. The first two sections describe 182 basic tools for locating, evaluating, and selecting print and nonprint media. Each entry includes full bibliographic description, descriptive and evaluative annotations (with frequent comparisons to similar titles), and references to reviews in major journals and basic lists. Author, title, subject index. *1974-75 Supplement* by Christine L. Wynar. Libraries Unlimited, 1976. $8 ISBN 0-87287-121-5 lists 518 additional titles.

**Guides to Educational Media** by Margaret Rufsvold. 4th ed. American Library Association, 1977. ISBN 0-8389-0232-4. $5.

EJS U.S.A.

Scope: An updated and revised edition of this comprehensive guide to catalogues, indexes, lists, and reviewing services that systematically provides information about educational media.

**In Search of Canadian Materials.** Edited by Donna Phillips. Manitoba Department of Education, 1976. 205 p. $2.

EJS Canada

Scope: Brief annotations with grade level of approximately 1500 recommended Canadian print and nonprint titles, arranged in broad subject areas. Special features: First purchase and items of Manitoba interest are identified. *In Search of Canadian Materials: The First Supplement, 1977* includes an additional 350 titles.

**Junior High School Library Catalog.** Edited by Estelle A. Fidell and Gary L. Bogart. 3rd ed. H.W. Wilson, 1975. 808 p. ISBN 0-8242-0553-7 $42 (includes four annual paper supplements).

J U.S.A.

Scope: 3,791 books for Grades 8-9. Supplements add approximately 500 new titles annually. Each entry includes full bibliographic description, subject headings, and brief annotations (most taken from well-known reviewing sources). Arrangement is by Dewey. Author, title, subject and analytical indexes, and a directory of publishers are included.

**Senior High School Library Catalog.** Edited by Estelle A. Fidell and Toby M. Berger. 11th ed. H.W. Wilson, 1977. 1212 p. $50 (includes four annual paper supplements).

S U.S.A.

Scope: 4,760 books for Grades 10-12. Supplements add approximately 500 new titles annually. Each entry includes full bibliographic description, subject headings, and brief annotations (most taken from well-known reviewing sources). Arrangement is by Dewey. Author, title, subject and analytical indexes, and a directory of publishers are included. Special features: Also available with bound-in Catholic supplement of 685 titles selected by the Catholic Library Association.

## APPENDIX C

## PERIODICAL SELECTION TOOLS AND INDEXES

### (1) Current Reviewing Tools.

*Library Journal* features a regular column by Bill Katz, "Magazines."

*Quill and Quire* contains "Small Magazines," a column by Paul Stuewe, as well as the feature, "Mag News."

### (2) Basic Lists and Specialized Bibliographies.

**Free Magazines for Teachers and Libraries** by Ken Haycock. 2nd ed. Ontario Library Association, 1977. ISBN 0-88969-007-3 $7.50

Annotated list of almost 400 free periodicals useful for intermediate, junior and senior grades. Includes numerous Canadian titles. All titles were evaluated for school use. Arranged by subject.

**Magazines for Libraries** by Bill Katz. 2nd ed. R.R. Bowker, 1972. ISBN 0-8352-0554-1 $25

4,500 titles annotated for the general reader and school, junior college, college and public libraries. Excellent introductory material to each of the subject areas and helpful ideas about first, second, and third purchase. Good Canadian coverage. Also available:

**Magazines for Libraries: Second Edition Supplement** by Bill Katz and Barry Gargal. R.R. Bowker, 1974. ISBN 0-8352-0761-7 $16.50 This includes a combined title index to both volumes. Regular updating in *Library Journal*.

**Periodicals for British Columbia School Libraries: A Guide to Magazines, Newspapers and Periodical Indexes.** Compiled by Nancy Cameron McLean. British Columbia School Librarians' Association, 1975, and *Periodicals for British Columbia School Libraries: Supplement.* Compiled by Janet Renouf. BCSLA, 1976. $4 for both.

Highly selective list of recommended periodicals for all grade levels. Signed, annotated entries for 90 Canadian, 169 American, 11 British and seven other foreign titles include title, address, whether publisher will send sample, country of origin, number of issues per year, price, grade level, indexing information, and occasional curriculum suggestions. Arrangement by 31 broad subject with cross references. Title index. *Supplement* revises and adds to original publication. A second edition is expected in 1979.

### (3) Periodical Indexes.

**Abridged Reader's Guide to Periodical Literature.** 9/year with annual cumulation. H.W. Wilson. $15/year.

Indexing for June, July, and August appears in the September issue. For libraries with small collections; author-subject index to 44 of the approximately 160 titles in *Reader's Guide*. Four of these appear in *Subject Index to Children's Magazines*. When purchasing, careful thought should be given to the number of titles indexed in *Reader's Guide* but not in *Abridged Reader's Guide*. Despite the much lower price for the abridged version, it may be a poor investment for junior secondaries, almost certainly for senior secondaries.

**Canadian Periodical Index.** 12/year with annual cumulation. Canadian Library Association. $50 minimum subscription on service basis.

Author-subject index to 86 titles. Twelve of them are French; many are academic and highly specialized. "Book Reviews" included as a subject. Of limited usefulness to junior secondary and almost no use to intermediate.

**Humanities Index.** 4/year. H.W. Wilson Company. $30/year.

Author-subject index to fields of archaeology, classical and area studies, folklore, history, language and literature, literary and political criticism, performing arts, philosophy, religion, and theology. Contains 117 titles formerly in *Social Sciences and Humanities Index* plus 143 new titles for a total of 260 titles. Secondary schools with large collections should consider subscribing.

**Index to Free Periodicals.** 2/year. Pierian Press. $15/year prepaid. ($17.00 invoiced).

Author, title, and subject access to articles in 55 free periodicals chosen for broad, balanced coverage. Addresses for these free titles are given.

**Popular Periodical Index.** 2/year. Robert M. Bottorff. $9.70/year.

New in 1974. Fifteen titles at the secondary level. Relatively low cost if these titles are being used for reference. Deserves consideration.

**Reader's Guide to Periodical Literature.** 12/year. H.W. Wilson. $35/year, cumulates quarterly and annually.

Author-subject index to 160 titles (nearly four times the number indexed in *The Abridged Reader's Guide*); periodicals selected by subscribers. Emphasis on popular, consumer titles of general and non-technical nature. Two issues a month means indexing available twice as fast as the *Abridged Reader's Guide*. Look at *Abridged Reader's Guide* and *Reader's Guide* lists for a comparison of coverage. *Reader's Guide* is likely to be essential for most senior secondary schools.

**School Sciences Index.** 4/year. H.W. Wilson. $30/year.

Author-subject index to fields of anthropology, area studies, economics, environmental science, geography, law and criminology, medical sciences, political science, psychology, public administration. (See also *Humanities Index*).

**Subject Index to Children's Magazines.** 10/year. Gladys Cavanagh. $13/year.

Cumulates semi-annually. Subject index only to 62 titles (11 Scholastic magazines, one English, four Canadian — *Beaver, Canadian Children's Magazine, Nature Canada* and *Owl*) with four of these indexed in *Abridged Reader's Guide*. Essential for all elementary schools where any reference work with periodicals occurs. May be required in some junior secondary schools.

## APPENDIX D

## SOURCES OF VERTICAL FILE INFORMATION MATERIALS

The sources listed here are "sources of sources." In other words, teacher-librarians should purchase suitable titles from this list to find out what specific free and inexpensive materials are available. Information about new sources and reviews of free and inexpensive material will be found in current journals and periodicals. The prices quoted were correct in February, 1978.

**Canadian Employment & Immigration Commission.**

This Federal Agency has updated its *Careers Canada* series of pamphlets by the publication of several series giving specific information about opportunities in each province. The distribution of *Careers B.C.* is handled by the Publication Services Branch, Ministry of Education; information about the series relating to other provinces is available from the Canadian Employment and Immigration Commission Youth Consultant.

**Canadiana.** Supply and Services Canada. Monthly. Free to Canadian Libraries.

Publications of Canadian interest received by the National Library. Includes specific pamphlet file section arranged by broad subject area as well as free material (especially government publications) listed throughout. Cumulated annually.

**The Corpus Almanac of Canada.** Corpus Publishers. Annual. $26.

Includes addresses of associations, embassies in Canada, museums, organizations, societies, and government departments (federal/provincial/municipal). A basis for requesting free materials.

**Directory of Associations in Canada/Répertoire des Associations du Canada**, by Brian Land. 2d ed., 1975. University of Toronto Press. $37.50

As the title implies, this source could be used to request materials from specific subject groups.

**Educators Guides to Free Materials.** Educators Progress Service. Annual.

Series includes:

| | |
|---|---|
| **Educators Guide to Free Curriculum Materials** | $12.45 |
| **Educators Guide to Free Films** | 13.65 |
| **Educators Guide to Free Filmstrips** | 10.95 |
| **Educators Guide to Free Guidance Materials** | 11.65 |
| **Educators Guide to Free Health, Physical Education and Recreation Materials** | 11.95 |
| **Educators Guide to Free Science Materials** | 12.15 |
| **Educators Guide to Free Social Studies Materials** | 12.65 |
| **Educators Guide to Free Tapes, Scripts and Transcriptions** | 11.45 |

A useful series of titles for the district resource centre. Although all materials are "free," most are free loans; a minority may be retained. Includes print and nonprint materials. Usually arranged by form and/or subject. Annotated.

**Free and Inexpensive Learning Materials.** Office of Educational Services, George Peabody College for Teachers. Biennial. $3.50

Maps, posters, pictures, charts, pamphlets, and other educational aids are listed under 85 subject headings in alphabetical order. Criteria for inclusion: is the material factual, timely and useful? Is the format interesting?

**Free and Inexpensive Materials for Preschool and Early Childhood**, by R. Monaham. Copp Clark, 1976. $3

Resource guide to books, films, pamphlets, posters for the primary years.

**Free Posters, Charts and Maps**, by Dale E. Shaffer. Published by the author. 1974. $2.95

Lists 629 free display materials from 269 sources. Useful for curriculum related bulletin boards. Arranged by subject. No annotations.

**Headline Series.** Foreign Policy Association. 5/year. $7

The Foreign Policy Association is a private, nonprofit, nonpartisan, educational association. Their series provides excellent authoritative background information on current, international topics. Secondary.

**Index to Free Periodicals.** Pierian Press. Biannual. $15/year prepaid ($17 invoiced).

Addresses for the 55 free periodicals indexed are included.

**Information for Everyday Survival; What You Need and Where to Get It**, compiled by Priscilla Gotsick et al. American Library Association, 1976. $10

Includes free and inexpensive print and nonprint materials for elementary and secondary levels. Includes annotation and physical format, reading level, and source. Arranged by subject with detailed index.

**List of Free Materials Available to Educators.** Educational Service Bureau, Dow Jones and Company. Annual. Free.

Free materials (books, pamphlets, periodicals, films, tapes) offered by over 100 corporations, government agencies, and foreign countries. Revised edition available at the beginning of each September.

**Public Affairs Pamphlets** (Series). Public Affairs Committee. 15/year. $6.80/year or 50¢ each.

Concise, comprehensive, reliable pamphlets on social and economic problems, child development, family life, health and mental health, and race relations. Over 200 titles in print.

**Selected Free Materials for Classroom Teachers**, by Ruth Aubrey. 5th ed. Copp Clark, 1975. $2.50

Over 600 items are listed in broad curriculum areas, some of which are subdivided. Grade levels are included. Extensive index.

**Selected Free Ontario Government Publications for Children and Young Adults**, by Marilyn H. Kogon. Ontario Library Association and Ontario Ministry of Government Services, 1976. Free. Order from: Ontario Ministry of Government Services Publications Centre.

A list of titles free from the Government of Ontario. Emphasis is on junior-senior secondary and resource material for teachers.

**Sources of Free Teaching Materials**, by Dale E. Shaffer. Published by the author. 1975. $3.95

Contains two sections: (1) 135 lists and catalogues, containing free educational pamphlets; (2) over 1,300 pamphlet titles. Arranged by subject. No annotations.

**The Vertical File and its Satellites; A Handbook of Acquisition, Processing and Organization**, by Shirley Miller. Libraries Unlimited. 1971. $10

A basic source of information on the selection, organization, and management of pamphlets and clippings, career education material, local history resources, maps, and pictures. Sources are included.

**Vertical File Index, A Subject and Title Index to Selected Pamphlet Material** (Periodical). H.W. Wilson. Monthly (except August). $11

A basic comprehensive source of free and inexpensive material for elementary through adult use. Inclusion does not necessarily constitute a recommendation.

**Ward's Curriculum Aid** (Series). Ward's Natural Science Establishment. Irregular. Free.

Both this series and Ward's educational bulletin are excellent free sources of secondary science information. Inexpensive booklets are also available.

**World Information Supplement.** Fisher's News Files. 24/year. $750.

Subscribers to the full service receive approximately 10,000 photo-duplicates of clippings from several Canadian and international newspapers. Each clipping includes Sears subject headings as well as the "Fisher System." An excellent source of current information. Write for full information since less expensive subscriptions are taken for numerous specific subject areas (e.g., Canada, South America, Education). The "Focus on Canada" set ($99) is a new Canada Studies Research kit offered by the firm and based on Fisher's clippings.

APPENDIX E

# SUBJECT HEADINGS FOR CANADA AND BRITISH COLUMBIA TO SUPPLEMENT SEARS LIST

The following appears in the "Key" Headings section of *Sears List of Subject Headings*, 11th edition:

"To enable the cataloger to see the full display of possible subdivisions that may be used with some of the more popular categories, the editor has provided certain prominent names in the List to serve as 'keys':

United States (or U.S.)
Ohio
Chicago (to illustrate subdivisions under geographic names, except for historical periods)"

*Sears* may be used to establish some Canadian headings as follows:

For STATE GOVERNMENTS substitute PROVINCIAL GOVERNMENTS. Use other headings from *Sears*, pp. 533-4 as required; i.e., PROVINCIAL AID TO EDUCATION, PROVINCIAL FLOWERS, PROVINCIAL RIGHTS, etc.

**Sample subheadings (governmental bodies) and subdivision for Canada**

CANADA — ARMED FORCES
CANADA. ARMY
CANADA — ECONOMIC CONDITIONS
CANADA — ENGLISH-FRENCH RELATIONS
CANADA. NAVY
CANADA. PARLIAMENT
CANADA. PARLIAMENT. HOUSE OF COMMONS
CANADA. PARLIAMENT. SENATE
CANADA — POLITICS AND GOVERNMENT
CANADA. ROYAL CANADIAN AIR FORCE
CANADA. ROYAL CANADIAN MOUNTED POLICE
etc.

**Suggested history subdivisions**

CANADA — HISTORY
CANADA — HISTORY — TO 1763 (NEW FRANCE)
CANADA — HISTORY — 1763-1791
CANADA — HISTORY — 1791-1841
CANADA — HISTORY — WAR OF 1812
CANADA — HISTORY — REBELLION, 1837-1838
CANADA — HISTORY — 1841-1867
CANADA — HISTORY — CONFEDERATION, 1867
CANADA — HISTORY — 1867-1914
CANADA — HISTORY — 1914-1918. See also WORLD WAR, 1914-1918 — CANADA
CANADA — HISTORY — 1918-1939
CANADA — HISTORY — 1939-1945. See also WORLD WAR, 1939-1945 — CANADA
CANADA — HISTORY — 1945-

**Note:**

Canada — European War, 1914-1918. See WORLD WAR, 1914-1918 — CANADA
Canada — World War, 1914-1918. See WORLD WAR, 1914-1918 — CANADA
Canada — World War, 1939-1945. See WORLD WAR, 1939-1945 — CANADA
Canada — History — Rebellion, 1869-1870. See RED RIVER REBELLION, 1869-1870
Canada — History — Rebellion, 1885. See RIEL REBELLION, 1885

**Sample subdivisions for British Columbia**

BRITISH COLUMBIA — ANTIQUITIES
BRITISH COLUMBIA — BIOGRAPHY
BRITISH COLUMBIA — CLIMATE

BRITISH COLUMBIA — DESCRIPTION AND TRAVEL
BRITISH COLUMBIA — ECONOMIC CONDITIONS
BRITISH COLUMBIA — FOREIGN POPULATION
BRITISH COLUMBIA — GALLERIES AND MUSEUMS
BRITISH COLUMBIA — GEOGRAPHY
BRITISH COLUMBIA — HISTORIC BUILDINGS, ETC.
BRITISH COLUMBIA — HISTORY
BRITISH COLUMBIA — HISTORY — TO 1871
BRITISH COLUMBIA — HISTORY — 1858-1866
BRITISH COLUMBIA — HISTORY — 1866-1871
BRITISH COLUMBIA — HISTORY — 1871-
BRITISH COLUMBIA — HISTORY — 1871-1918
BRITISH COLUMBIA — HISTORY — 1918-1945
BRITISH COLUMBIA — HISTORY — 1945-
BRITISH COLUMBIA — HISTORY — SOURCES
BRITISH COLUMBIA — INDUSTRIES
BRITISH COLUMBIA. LEGISLATIVE ASSEMBLY
BRITISH COLUMBIA — MAPS
BRITISH COLUMBIA — POLITICS AND GOVERNMENT
BRITISH COLUMBIA, NORTHERN
BRITISH COLUMBIA — RACE RELATIONS
BRITISH COLUMBIA — SOCIAL CONDITIONS
BRITISH COLUMBIA — SOCIAL LIFE AND CUSTOMS
BRITISH COLUMBIA, SOUTHERN
etc.

## APPENDIX F

## BIBLIOGRAPHY

This bibliography provides further information about those titles not fully described in the text of this handbook. For access to information on all other titles, consult the Index. First purchase titles are starred.


***Abridged Dewey Decimal Classification and Relative Index.** 10th ed. Forest Press, 1971. ISBN 0-910608-13-X. $12

An essential tool for the classification of both print and nonprint materials. Publication of the 11th edition is expected in 1979.

**Access to Information Catalogue: Information for B.C. Educators** by John Hewson et al. Educational Research Institute of B.C., 1975. $3

This paperback identifies almost 1000 educational resources in B.C., giving addresses, telephone numbers, and services.

**Accreditation Booklet for Secondary Schools.** British Columbia. Ministry of Education, n.d. Not for sale.

This instrument, used for the periodic assessment of secondary schools in B.C., includes a section on the evaluation of school library staff, programs, materials, organization, services, equipment, and physical facilities. Inspection copies should be available in secondary schools.

***ALA Rules for Filing Catalog Cards.** Edited by Pauline Seely. 2d ed., abridged. American Library Association, 1968. ISBN 0-8389-0001-1. $2.50 (paper).

An essential tool for the consistent filing of catalogue cards.

**Anglo-American Cataloging Rules.** 2d ed. American Library Association, 1967. ISBN 0-8389-3119-7. $5 (paper).

The third edition of this work on the cataloguing rules is expected to include the already published revisions of Chapter 6, relating to International Standard Bibliographic Description; of Chapter 12 on nonprint resources and of Chapter 14 on sound recordings.


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**An Annotated Guide to Selection Sources for Secondary School Resource Centres** by Gene Buodenuk. Ontario Library Association, 1977. ISBN 0-88969-005-7. $3 (paper).

Two or three line annotations of approximately 80 reviewing periodicals and bibliographies. In spite of the book's title, these sources are of use in both elementary and secondary schools.

**Awards for Graduate Study and Research.** Statistics Canada, 1971. Revised periodically. $4

**Books in Print.** 4 vols. R.R. Bowker. $86.50

Published each Fall, this publication lists by author and title all in-print and forthcoming titles from more than 5500 American publishers, as well as their addresses. Also included for each title are the editions available, price, and ISBN. Excluded are government publications, subscription reference sets and book club editions. It is updated annually by *Books in Print Supplement* (R.R. Bowker. $45). Also available is *Subject Guide to Books in Print*, 2 vols. (R.R. Bowker. $65)

**British Books in Print.** 2 vols. J. Whitaker. $67.50

The British equivalent of *Books in Print*.

**The Canadian Almanac and Directory.** Copp Clark. $28.50

An annual directory of the names and addresses of federal and provincial government officials, with a description of the major departments; associations and societies; educational institutions, art galleries, and museums.

**Canadian Books in Print: Author and Title Index.** University of Toronto Press. $35

An author and title listing of most of the books published in Canada, which is revised annually. Excluded are annuals and almost all government publications. Also available: *Canadian Books in Print: Subject Index*. (University of Toronto Press. $25).

**Canadian Subject Headings.** 1st ed. Canadian Library Association, 1968. Out of print.

A revision of this work is in preparation.

**Commonsense cataloging: a manual for the organization of books and other materials in school and small public libraries** by Esther J. Piercy. 2d rev. ed. H.W. Wilson, 1974. ISBN 0-8242-0009-8. $9

A practical and flexible approach to cataloguing, conforming to most of the current recommended practices.

**Directory of Services for Greater Vancouver.** Community Information Centre, 1977. $13.50

A loose leaf binder providing information about community service organizations. Continually updated by supplements.

**The Harried Librarian's Guide to Public Relations Resources** by Marian S. Edsall. Coordinated Library Information Program, Inc., 1976. $3

A guide to sources of materials and ideas that can be of use in developing and maintaining lively public relations programs.

**Introduction to Cataloging and Classification** by Bohdan S. Wynar. 5th ed. Libraries Unlimited, 1976. ISBN 0-87287-161-4. $10 (paper).

A simplified guide to descriptive cataloguing and classification of books and other media.

**Non-book Materials; the Organization of Integrated Collections** by Jean Riddle Weihs et al. 1st ed. Canadian Library Association, 1973. ISBN 0-88802-091-0. $8.50

A system for cataloguing nonprint resources that follows the same principles as those used for print. Numerous sample cards are included.

.76

**Paperbound Books in Print.** R.R. Bowker. $62.50 per year or $37.50 per volume.

A semi-annual (January and October) publication listing all inprint and forthcoming paper trade and paper text editions by author, title and broad subject.

**Personalizing Learning: A Study of School Libraries and Other Educational Resource Centers in British Columbia** by John S. Church. Educational Research Institute of B.C., 1969. $3.20

An extensive study that included various recommendations, many of which have been subsequently implemented.

**A Popular Guide to Government Publications.** Compiled by W. Philip Leidy. 4th ed. Columbia University Press, 1976. ISBN 0-231-04019-9. $25

A compilation of over 3000 titles, still in print in 1976, issued between 1967 and 1975, selected from the *Monthly Catalog of U.S. Government Publications*. Emphasis is on titles of general interest, including vocational guidance, health, hobbies, recreation, and housing.

**Resource Services for Canadian Schools.** Edited by Frederic Branscombe and Harry Newsom. McGraw-Hill Ryerson, 1977. ISBN 0-07-082619-6. $4.95 (paper).

Prepared by a joint committee representing the Canadian Library Association and the Association for Media and Technology in Canada, this book replaces *Standards of Library Service for Canadian Schools*. (McGraw, 1967) as one of the major references for Canadian teacher-librarians.

**School Building Manual.** British Columbia Department of Education. School Planning Division, 1967. Not for sale.

Outlines the principles and procedures governing the building or extension of schools in B.C., and sets out entitlement policy for area and facilities, for all activities, including those of the school library. Reference copies should be available at each school board office.

**The School Library Media Center: a Force for Educational Excellence** by Ruth Ann Davies. 2d ed. R.R. Bowker, 1974. ISBN 0-8352-0641-6. $13.95

A thorough treatment of all aspects of the school library program with particular emphasis on curriculum support and evaluation. Technical services are excluded.

**The School Library Volunteer** by Lillian Wehmeyer. Libraries Unlimited, 1975. ISBN 0-87287-110-X. $7.50

A mini-course for the volunteer in the operation and maintenance of an elementary school library offering positive, realistic, and practical guidance, e.g., shelving and circulating routines.

**School Media Centres.** 2d ed. Ontario Ministry of Education, 1974.

This booklet contains many clear diagrams, plans, and photographs relating to location, architecture, furnishing, and planning.

***Sears List of Subject Headings.** Edited by Barbara M. Westby. 11th ed. H. W. Wilson, 1977. ISBN 0-8242-0610-X. $18

The Basic authority for assigning subject headings in school libraries.

**Security: Secondary School Resource Centres** by Ken Haycock et al. Ontario Library Association, 1975. $2

A discussion of various methods of reducing losses in school libraries, including a comparative survey of various electronic detection systems.

**Standards for Cataloging Nonprint Materials; an Interpretation and Practical Application** by Alma Tillin and William Quinly. 4th ed. Association for Educational Communication and Technology, 1976. ISBN 0-89240-000-5. $8.95 (paper).

A manual on the cataloguing of nonprint materials similar in philosophy to *Non-book Materials; the Organization of Integrated Collections*.

*__Steps to Service: a Handbook of Procedures for the School Library Media Center__ by Mildred L. Nickel. American Library Association, 1975. ISBN 0-8389-016101. $4.50 (paper).

A basic source of practical information, particularly useful in the area of technical services.

__Subject Headings for Vertical Files.__ 2d ed. Toronto Public Library, 1971.

Offers guidelines for the correct form of headings; useful also as a checklist.

__Survey of B.C. School Libraries__ by Franklin P. Levirs. Department of Education, 1964.

A comprehensive study containing numerous recommendations for the improvement of school library services in B.C.

__Teachers Guide to B.C. Museum Programmes.__ British Columbia Provincial Museum. Free.

A directory of the services and procedures of about 50 museums in B.C. Only those that responded to the B.C. Provincial Museum's questionnaire are included.

## APPENDIX G

## ADDRESSES

ABC Book Co. Ltd.
1100 A Lansdowne St., Port Coquitlam, BC V3B 5E2
Academic Book Binding
No. 3 1865 MacLean Ave., Port Coquitlam, BC V3C 1N1
Alberta Book & Novelty Ltd.
7140 Fairmount Drive S.E., Calgary, AB T2H 2C7
Alberta Learning Resources Council
c/o Alberta Teachers' Assn., 11010 142nd St., Edmonton, AB T5N 2R1
American Association for the Advancement of Science (AAAS)
1515 Massachusetts Ave. N.W., Washington, DC 20005
American Association of School Librarians (AASL)
50 East Huron St., Chicago, IL 60611
American Library Association (ALA)
50 East Huron St., Chicago, IL 60611
Argus Communications
1220 Ellesmere Rd. (Units #19-20) Scarborough, ON M1P 2X5
Association for Educational Communication and Technology (AECT)
1201 Sixteenth St. N.W., Washington, DC 20036
Association for Media and Technology in Education in Canada (AMTEC)
P.O. Box 133, Agincourt, ON M1S 3B4
Association of Book Publishers of B.C.
1622 West 7th Ave., Vancouver, BC V6J 1S5
Baker & Taylor Co.
380 Edison Way, Reno, NV 89502
Bel-Par Industries
12160 103A Avenue, Surrey, BC V3V 3G8
Blackwell's
Broad St., Oxford, OX1 3BQ, England
Book & Periodical Acquisitions Ltd. (BPAL)
75 The East Mall, Toronto, ON M8Z 5W3
Botes Libraire
P.O. Box 3, Bexhill, Sussex, TM39 3LT, England

Robert M. Bottorff
P.O. Box 739, Camden, NJ 08102

Le Bouquineur
1222 Robson St., Vancouver, BC V6E 1C1

R.R. Bowker Co.
P.O. Box 1807, Ann Arbor, MI 48106

Bridan Products
P.O. Box 219, Station A, Scarborough, ON M5W 5C1

British Columbia Library Association (BCLA)
2425 Macdonald St., Vancouver, BC V6K 3Y9

B.C. Educational Representatives Association
1652 West 7th Ave., Vancouver, BC V6J 1S5

British Columbia Lands Service
Map Production Division, Map & Photo Sales, Victoria, BC V8V 1X5

B.C. Provincial Museum
Education and Extension Department, Victoria, BC V8W 1A1

British Columbia School Librarians' Association (BCSLA)
c/o B.C. Teachers' Federation, 105-2235 Burrard St., Vancouver, B.C. V6J 3H9

British Columbia Teachers' Federation Resources Center
105-2235 Burrard St., Vancouver, BC V6J 3H9

Bro-Dart Foundation
P.O. Box 3488, Williamsport, PA 17701

Bro-Dart Inc.
6 Edmondson St., Brantford, ON N3T 5M3

C & Y Associates
P.O. Box 166, Western Springs, IL 60558

Canada Map Office
615 Booth St., Ottawa, ON K1A 0E9

Canada Studies Foundation
Suite S716, 252 Bloor St. West, Toronto, ON M5S 1V5

Canadian Biblio Consultants, Ltd.
P.O. Box 12, Ajax, ON L1S 3C2

Canadian Book Information Centre
1622 West 7th Ave., Vancouver, BC V6J 1S5

Canadian Books for Children Project
86 Bloor St. West, Suite 215, Toronto, ON M5S 1M5

Canadian Government Publications
see Supply and Services Canada

Canadian Library Association (CLA)
151 Sparks St., Ottawa, ON K1P 5E3

Canadian Library Supply Co.
25 Milvan Drive, Weston, ON M9L 1Z1

Canadian Lundia Ltd.
Box 1630, New Liskeard, ON P0J 1P0

Canadian Museums Association
331 Cooper Street, Suite 400, Ottawa, ON K2P 0G5

Canadian Native Prints
775 Homer St., Vancouver, BC V6B 2W1

Canadian School Library Association (CSLA)
151 Sparks St., Ottawa, ON K1P 5E3

Can.-Ed Media Ltd.
185 Spadina Ave., Suite 1, Toronto, ON M5T 2C6

Carr McLean Co.
43 Towns Rd., Toronto, ON M8Z 1N9

Gladys Cavanagh
2223 Chamberlain Ave., Madison, WI 53705

La Centrale des Bibliothèques
1685 est, rue Fleury, Montréal, PQ H2C 1T1

Checkpoint Systems Inc.
Highway 17 West, Cumberland, ON K0A 1S0

Children's Science Book Review Committee
Longfellow Hall, Appian Way, Cambridge, MA 02138

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Columbia University Press
562 W. 113th St., New York, NY 10025
Community Information Centre
1946 West Broadway, Vancouver, BC V6J 1Z2
Co-operative Book Centre of Canada Ltd.
66 Northline Rd., Toronto, ON M4B 3E6
Coordinated Library Information Program
Box 1437, Madison, WI 53701
Copp Clark Publishing Co.
517 Wellington St. West, Toronto, ON M5V 1G1
Corpus Publishers Services Ltd.
151 Bloor St. West, Suite 250, Toronto, ON M5S 1S4
Demco Educational Corporation
Box 7488, Madison, WI 53707
Discovery Audio Visual
Box 387, Agincourt, ON M1S 3B9
Donkey Graphics
P.O. Box 3061, Station C, Ottawa, ON K1Y 4J3
EIF Sales Ltd.
7170 Antrim Ave., Burnaby, BC V5J 4M9
Ebsco Subscription Services Ltd.
6 Thorncliffe Park Drive, Toronto, ON M4H 1H3
Educational Digest
481 University Ave., Toronto, ON M5W 1A7
Educational Products Information Exchange Institute (EPIE)
475 Riverside Drive, New York, NY 10027
Educational Research Institute of British Columbia (ERIBC)
Suite #400, 515 West 10th Avenue, Vancouver, BC V5Z 4A8
Educational Resources Information Center (ERIC)
Syracuse University, Syracuse, NY 13210
Educational Service Bureau, Dow Jones and Co.
1701 Page Mill Road, Palo Alto, CA 94304
Educators Progress Service
214 Center Street, Randolph, WI 53956
Encore Books
4188 Virginia Crescent, North Vancouver, BC V7R 3Z6
Fisher's News Files
Box 571, Waterloo, ON M2J 4B8
Foreign Policy Association
345 East 46th Street, New York, NY 10017
Forest Press
85 Watervliet Ave., Albany, NY 12206
Gaylord Bros. Inc.
2305 West King Edward Ave., Vancouver, BC V6L 1T3
General Binding Corporation (Canada) Ltd.
1004 Mainland St., Vancouver, BC V6B 2T5
Greey de Pencier Publications
59 Front St. East, Toronto, ON M5E 1B3
Griffin House
461 King Street West, Toronto, ON M5V 1K7
Grolier Educational Associates
1333 West Georgia St., Vancouver, BC V6E 3K5
Nicholas Hoare Ltd.
6340 St. James St. W., Montreal, PQ H4B 1T6
The Horn Book, Inc.
Park Square Building, 31 St. James Ave., Boston, MA 02116
Huntting Book Wholesalers
300 Burnett Road, Chicopee, MA 01020

Information Canada
see Supply and Services Canada

International Association of School Librarianship (IASL)
School of Librarianship, Western Michigan University, Kalamazoo, MI 49001

Jericho Hill School
4125 West 8th Avenue, Vancouver, BC V6R 1Z7

Josten's Library Services Division
1301 Cliff Road, Burnsville, MN 55337

Kliatt Paperback Book Guide
6 Crocker Circle, W. Newton, MA 02165

Knogo Corporation
P.O. Box 3024, Vancouver, BC V6B 3X5

Louise Kool and Son Ltd.
132 Sunrise Ave., Toronto, ON M4A 1B6

Legislative Library
Victoria, BC V8W 2K7

Libraries Unlimited
P.O. Box 263, Littleton, CO 89120

Library of Congress
Cataloging Distribution Service Division, Building No. 159, Navy Yard Annex, Washington, D.C. 20541

Library Sound Services Ltd.
111 Martin Ross Ave., Downsview, ON M3J 2M1

Lowe-Martin Co. Inc.
Box 8707, Ottawa, ON K1G 3M4

McAinsh and Co. Ltd.
1835 Yonge St., Toronto, ON M4S 1L6

Ian MacDonald Library Services Ltd.
1334 Main St., North Vancouver, BC V7J 1C3

Manitoba School Library Audio Visual Association (MSLAVA)
c/o Manitoba Teacher's Society, 191 Harcourt St., Winnipeg, MB R3J 3H2

Manitoba Department of Education
Text Book Bureau, 1181 Portage Ave., Winnipeg, MB R3G 0T3

Marsh Hall
Thurstonland, Huddersfield HD4 6XB, Yorkshire, England

Martin, Peter
See Peter Martin Associates Ltd.

Metro Toronto News Co.
120 Sinnott Rd., Scarborough, ON M1L 4N1

Ministry of Education
Parliament Buildings, Victoria, BC V8V 1X4

Ministry of Recreation & Travel Industry
Parliament Buildings, Victoria, BC V8V 1X4

Natco Library Supplies
1980 Marivale Road, Ottawa, ON K2G 1G4

National Audio Visual Association (NAVA)
3150 Spring St., Fairfax, VA 22030

National Council of Teachers of English (NCTE)
1111 Kenyon Rd., Urbana, IL 61801

National Film Board of Canada (NFB)
1161 West Georgia St., Vancouver, BC V6E 3G3
545 Quebec St., Prince George, BC V2L 1W6
811 Wharf St., Victoria, BC V8W 1T2

National Library of Canada
395 Wellington St., Ottawa, ON K1A 0N4

National Library Resources Ltd.
530 McNicholl Ave., Willowdale, ON M2H 2E1

National Museum of Man
National Loans Programme, 2818 Bank Street, Ottawa, ON K1A 0M8

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National Research Council of Canada
Administration Bldg., Montreal Rd., Ottawa, ON K1A 0R6

National Student Aid Information Centre
1554 Knareswood Drive, Port Credit, ON L5H 2M1

New Brunswick School Library-Media Council
c/o N.B. Teachers' Assn., Box 752, Fredericton, NB E3B 5R6

Newfoundland School Library Association
c/o Nfld. Teacher's Assn., 3 Kenmount Rd., St. John's, NF A1B 1W1

North-West Bindery Ltd.
8150 Ontario St., Vancouver, BC V5X 3E3

Nova Library Systems
1560 Brimley Rd., Scarborough, ON M1P 3G9

Nova Scotia School Library Association
c/o N.S. Teachers' Union, Box 1060, Armdale, Halifax, NS B3L 4L7

Office for Library Coordination
Ministry of Education, 7451 Elmbridge Way, Richmond, BC V6X 1B8

Office of Educational Services, George Peabody College for Teachers
Nashville, TN 37203

Ontario Library Association
2397A Bloor St. West, Toronto, ON M6S 1P6

Ontario Ministry of Government Services Publication Centre
3137 Macdonald Block, Queen's Park, Toronto, ON M7A 1N8

Ontario Provincial Library Service
Parliament Bldgs., Queen's Park, Toronto, ON M7A 2R9

Ontario School Library Association
2397 A Bloor St. West, Toronto, ON M6S 1P6

Pacific Instructional Media Association (PIMA)
c/o John Morrow, 2222 Ware Street, Abbotsford, BC V2S 3P5

Pacific Magazine Agency
P.O. Box 80627, Burnaby, BC V5H 3Y1

Parkland Bookbindery
Box 426, College Heights, AB T0C 0Z0

Perfection Form Co.
1000 North 2nd Ave., Logan, IA 51546

Peter Martin Associates Ltd.
280 Bloor St. W., Suite 305, Toronto, ON M5S 1W1

Pierian Press
5000 Washtenaw, Ann Arbor, MI 48104

Prince Edward Island School Library Association
c/o P.E.I. Teacher's Federation, Box 6000, Charlottetown, PE C1A 7N9

Provincial Educational Media Centre (PEMC)
7351 Elmbridge Way, Richmond, BC V6X 1B8

Public Affairs Committee
381 Park Avenue South, New York, NY 10016

Publication Services Branch, Ministry of Education
878 Valleyview Road, Victoria, BC V9A 4V1

Quebec Association of School Librarians
c/o The Provincial Association of Protestant Teachers
84-J Brunswick Blvd., Dollard des Ormeaux, PQ H9B 2C5

Saskatchewan Assn. of Educational Media Specialists (SAEMS)
c/o Sask. Teachers' Federation, Box 1108, Saskatoon, SK S7J 2H5

Saunders Books Wholesale
P.O. Box 103, Collingwood, ON L9Y 3Z4

Scholar's Choice Ltd.
1150 Homer St., Vancouver, BC V6B 2X8

School Book Fairs Ltd.
2201 Dunwin Drive, Mississauga, ON L5L 1A3

School Library Association
29-31 George Street, Oxford 0X1 2AY, England
Serv-West Distribution Ltd.
8320 Prince Edward St., Vancouver, BC V5X 3R9
Dale E. Shaffer
437 Jennings Avenue, Salem, OH 44460
Simon Fraser University
Burnaby, BC V5A 1S6
Social Studies School Service
3375 Craigend, West Vancouver, BC V7V 3G1
Specialized Service and Supply Co.
321 Bank Ave., Cinncinnati, OH 45217
Statistics Canada
Ottawa, ON K1O 0T6
Steelcase Canada Ltd.
Box 9, Don Mills, ON M3C 2R7
Superintendent of Documents
U.S. Government Printing Office, Washington, DC 20402
Supply & Services Canada
207 Albert St., Ottawa, ON K1A 0S9
3M Canada Ltd.
14 East Second Ave., Vancouver, BC V5T 1B1
Toronto Public Library
Publications Dept., 40 Orchard View Blvd., Toronto, ON M4R 1B9
United News (Wholesalers) Ltd.
5716 Burbank Rd. S.E., Calgary, AB T2H 1Z4
U.S. Government Printers Office
see Superintendent of Documents
The University of British Columbia
Vancouver, BC V6T 1W5
University of Chicago Press
11030 South Langley Ave., Chicago, IL 60628
University of Toronto Press
5201 Dufferin St., Downsview, ON M3H 5T8
University of Victoria
Box 1700, Victoria, BC V8W 2Y2
Upstart Library Promotionals
1362 Blundell Rd., Mississauga, ON L4Y 1M5
Vancouver Community College, The Langara Campus
100 West 49th Ave., Vancouver, BC V5Y 2Z6
Vancouver Magazine Service Ltd.
3455 Gardner Court, Burnaby, BC V5G 3K8
Ward's Natural Science Establishment
P.O. Box 1749, Monterey, CA 93940
Western Library Services Ltd.
1096 Ellis St., Kelowna, BC V1Y 1Z3
J. Whitaker, Longman Canada Ltd.
55 Barber Greene Rd., Don Mills, ON M3C 2A1
H.W. Wilson Co.
950 University Ave., Bronx, NY 10452
Woods Library Publishing Co.
9159 Clifton Park, Evergreen Park, IL 60642
Woolstons and Blunts
Gamble St., Nottingham, NG7 4FJ, England
Xerox Bibliographics, Library Journal Cards Dept.
2500 Shuster Drive, Cheverly, MD 20781
Yukon Department of Education Library Services Branch
Government of the Yukon Territory, Box 2703, Whitehorse, YT Y1A 2C6

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